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1940-41

STATE TEACHERS COLLEGE

INDIANA

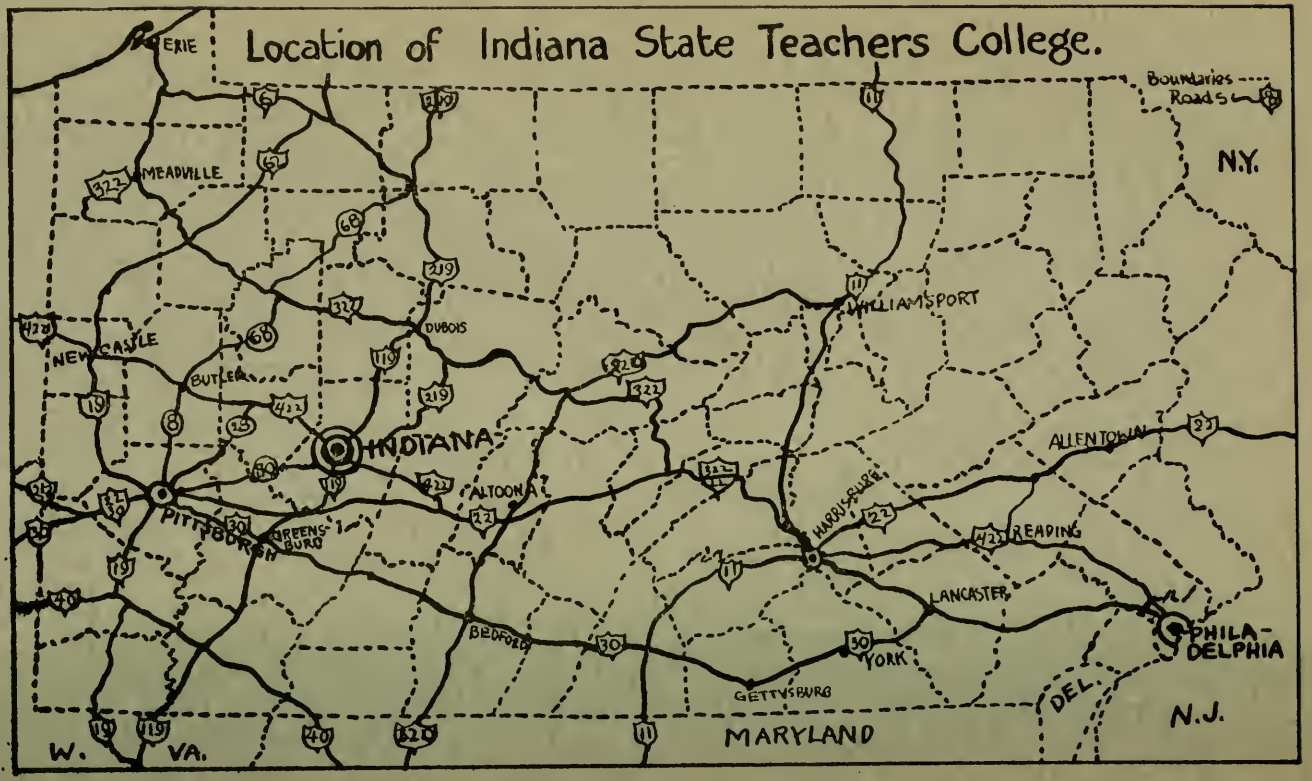
PENNSYLVANIA

1940 - 1941

Teachers College Bulletin

CATALOG NUMBER

MAY ◆ 1940


Location of Indiana State Teachers College.
ERIE
MEADVILLE
NEW CASTLE
BUTLER
INDIANA
DUBOIS
WILLIAMSPORT
ALTOONA
PITTSBURGH
GREENSBURG
HARRISBURG
READING
ALLENTOWN
LANCASTER
PHILA-DELPHIA
YORK
BEDFORD
GETTYSBURG
Boundaries
Roads
N.Y.
N.J.
DEL.
MARYLAND
W. VA.

Teachers College Bulletin

VOLUME 46 MAY, 1940 NUMBER 2

STATE TEACHERS COLLEGE
INDIANA, PENNSYLVANIA

Catalog Number

1940 - 1941

THIS COLLEGE IS A MEMBER OF
THE AMERICAN ASSOCIATION OF
TEACHERS COLLEGES

Issued Quarterly in November, February, May and August by the Trustees of the State Teachers College, Indiana, Pennsylvania. Entered as second-class matter, June 30, 1913, at the Post Office in Indiana, Pennsylvania, under Act of Congress, August 24, 1912.

COLLEGE CALENDAR
1940- 1941

SUMMER SESSIONS 1940

Six Weeks Session

Registration Day	Monday, June 17
Classes Begin	Tuesday, June 18
Entrance Examinations	Monday, July 15
Session Ends	Saturday, July 27

Post Session

Session Begins	Monday, July 29
Session Ends	Saturday, August 17

FIRST SEMESTER 1940-1941

Faculty Meeting	Monday, September 9
Final Date for Entrance Examinations	Tuesday, September 10
Registration and Classification—All Freshmen	Wednesday, Sept. 11
Registration and Classification—All Others	Thursday, Sept. 12
Classes Begin	Friday, September 13
Thanksgiving Recess Begins—12M	Wednesday, November 27
Thanksgiving Recess Ends—12M	Monday, December 2
Christmas Recess Begins—12M	Saturday, December 21
Christmas Recess Ends—12M	Thursday, January 2
First Semester Ends—12M	Saturday, January 18

SECOND SEMESTER 1940-1941

Second Semester Begins—12M	Wednesday, January 22
Easter Recess Begins—After last Class	Wednesday, April 9
Easter Recess Ends—12M	Tuesday, April 15
Second Semester Ends—After last Class	Friday, May 23

COMMENCEMENT 1941

Alumni Day	Saturday, May 24
Baccalaureate Sermon	Sunday, May 25
Commencement	Monday, May 26

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B.S., A.M., Columbia University; Ph.D., University of Pennsylvania

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B.S., Bowling Green State University; A.M., University of Michigan

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A.B., Hood College; A.M., Columbia University

ORVAL KIPP — *Art*
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A.B., Western State Teachers College, Kalamazoo, Michigan; A.M., Columbia University

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B.S., New York University; A.M., Columbia University

KATE LACY *Art*
B.S., A.M., Columbia University

THELMA E. LAPPAN *Home Economics*
A.A., Stephens College; B.S., Central Missouri State Teachers College; M.S., Iowa State Teachers College

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B.S., Simmons College; M.S., Columbia University, School of Library Service

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B.S., University of Pittsburgh; A.M., New York University

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B.S., A.M., New York University

JANE L. MCGRATH *Education*
B.S., Columbia University; A.M., Chicago University

HELEN MCLEAN *Laboratory and Demonstration School*
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E. J. MCLUCKIE *Business Education*
B.S., A.M., University of Pittsburgh; C.P.A. (Pennsylvania)

LOUISE ANDERSON MACDONALD *English*
A.B., Iowa State Teachers College; A.M., University of Iowa

JOY MAHACHEK *Mathematics*
A.B., Iowa State Teachers College; A.M., Columbia University

IRMA BARTHOLOMEW MARLIN *Music Education*

ANGIE MARSHALL *Co-operative Supervising Teacher*
B.S., A.M., University of Pittsburgh

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*MURRAY LINCOLN MILLER *Laboratory and Demonstration School*
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* *On leave 1939-40*

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M. ELLA MOORE *Co-operative Supervising Teacher*
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MARY HELENA MULDOWNEY *Music Education*
B.S., A.M., New York University

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PEARL R. REED *Music Education*

JAMES H. REMLEY *Music Education*
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HELEN ROSE *Home Economics*
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RALPH A. ROWLAND *Business Education*
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DWIGHT SOLLBERGER *Biology*
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EDNA LEE SPROWLS *English*
B.L.I., Emerson College

MARY ALICE ST. CLAIR *Co-operative Supervising Teacher*
B.S., State Teachers College, Indiana, Pennsylvania

LAWRENCE STITT *Music Education*
B.S., A.M., New York University

HAROLD W. THOMAS — *Business Education*
B.S., Grove City College; M.S., University of Pittsburgh

RUTH I. THOMAS — *Co-operative Supervising Teacher*
B.S., University of Wisconsin; A.M., Columbia University

ROBERT W. TIMMONS — *Physical Education*
B.S., M.Ed., University of Pittsburgh

FRED W. TRACY — *Physics*
A.B., Ohio Northern University; A.M., Ohio State University

JOSEPH M. UHLER — *Education*
A.B., A.M., Ed.D., University of Pittsburgh

FLORENCE WALLACE — *English, Social Studies*
A.B., Wellesley College; A.M., Columbia Univesity

M. J. WALSH — *Dean of Instruction*
A.B., University of Michigan; A.M., Columbia University; Pd.D., Westminster College; Litt.D., St. Francis College

ROBERT FRANKLIN WEBB — *Business Education*
B.C.S., Bowling Green Business University; A.B., Bowling Green College of Commerce

W. M. WHITMYRE — *Social Studies*
A.B., Syracuse University; A.M., Harvard University

LYLE O. WILLHITE — *Business Education*
B.S., Bowling Green State University; M.B.A., Ohio State University

MARION WILLS — *Home Economics*
B.S., M.S., Ohio State University

SYLVA WIXSON — *Home Economics*
B.S., Michigan State College; A.M., Columbia University

MARTHA E. ZIMMERMAN — *Co-operative Supervising Teacher*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

NORAH E. ZINK — *Geography*
B.S., University of Utah; A.M., Columbia University; Ph.D., University of Chicago

CO-OPERATIVE SUPERVISING TEACHERS

Hugh Brininger.....Johnstown
Laura Buterbaugh .....Indiana
Alice Clements .....Indiana
Dorothy Curran....Penn Township
Olive Eeelbarger.....Dayton
Ethel Ellenberger ..Punxsutawney
Anna Dixon Fisher.....Clymer
Ruth Gotwald .....Punxsutawney
Marcella Gregory.....Latrobe
Helen Hinchman.....Johnstown
Marguerite Hinchman..Johnstown
Norman King .....Indiana
Robert Litzinger.....Indiana
Mrs. M. McCready.....Johnstown
Mabel Munroe.....Punxsutawney
Marguerite Nealon.....Sharpsburg
Minter Ott .....Johnstown
Gertrude Quinby .....Portage
Catherine Reiser .....Johnstown
Mrs. Ruth Royer.....Elders Ridge
Mary Scott .....Barnesboro
Clarence Shappell.....Johnstown
D. Paul Smay.....Indiana
William Snowden.....Johnstown
James Stoner .....Indiana
E. E. Swanson.....Johnstown
Agnes Tompkins.....Blairsville
Emily Vosberg .....Latrobe
George West .....Punxsutawney
Wilbur Wolf.....Johnstown
Noribel Zufall.....Blairsville

THE COLLEGE

The State Teachers College at Indiana is a state-owned and state-controlled institution devoted exclusively to the preparation of teachers for the public schools of Pennsylvania. All curricula are four years in length, and all lead to the degree of Bachelor of Science in Education and the Provisional College Certificate in the appropriate field. The following curricula are offered:

An Elementary Curriculum designed primarily to prepare for teaching in the kindergarten and in grades one to six. (See pp. 43-46 for details.)

A Secondary Curriculum designed primarily to prepare teachers for teaching in junior and senior high schools. (See pp. 43-50 for details.)

An Art Curriculum designed primarily to prepare teachers and supervisors of art in public schools. (See pp. 85-92 for details.)

A Business Education Curriculum designed primarily to prepare for teaching commercial subjects in public schools. (See pp. 93-106 for details.)

A Home Economics Curriculum designed primarily to prepare for teaching home economics in public schools. (See pp. 107-116 for details.)

A Music Education Curriculum designed primarily to prepare teachers and supervisors of public school music. (See pp. 117-132 for details.)

HISTORY

A bill was introduced and passed by the General Assembly in the legislative session of 1871, in conformity to the Normal School Act of 1857, permitting the establishment of a State Normal School in the ninth Normal School District. The original building was completed and first opened for students on May 17, 1875. This building, named John Sutton Hall in honor of the first President of the Board of Trustees, is still in use and is in excellent condition. The steady growth of the school has caused a continuous expansion in its building program. No college in the state can boast of an educational plant, including campus, buildings, and equipment, in better physical condition than that at Indiana.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority of the General Assembly, the school became a college with the right to grant degrees, and the name was changed to the State Teachers College at Indiana, Pennsylvania.

LOCATION

Indiana Borough, the county seat of Indiana County, is located in the foothills of the Alleghenies at an elevation of about 1300 feet, an ideal location for health and comfort. The town is noted for its cleanliness and beauty. It is easily accessible by automobile, as it is located on the Benjamin Franklin Highway and is connected with all leading highways of the state by excellent roads. It is also easily reached by rail, being on the Baltimore and Ohio Railroad, which makes connection with all northern points. Bus service is available to practically all parts of the state.

CAMPUS AND BUILDINGS

CAMPUS

The Campus comprises 34 acres of land, 23 of which are in the original campus. In the center of the campus is a historic oak grove, about which are grouped the main buildings forming three sides of the quadrangle. The rest of the campus is beautified by a careful distribution of shrubs, roses, and other plants artistically arranged. On streets bordering the campus the college owns eighteen houses or "cottages," most of which are occupied as dormitories by men and women students.

BUILDINGS

John Sutton Hall is the largest building. In addition to housing more than five hundred women students, it contains the administrative offices, post office, co-operative store, parlors and recreation rooms, the President's apartment and lounges for day students.

In the basement of John Sutton Hall are found a gardener's room, a central filing room, and a central storeroom. The basement also contains an excellent laundry and ironing room, a shampoo room, and a candy kitchen for the use of the women students. All basement rooms located in North Wing have been remodeled and are used as community rooms, lounges, and a library-reading room for day students.

Thomas Sutton Hall erected in 1903, an addition to John Sutton Hall, contains the kitchen, dining rooms, and the dietitian's office on the first floor, and the Music Education Department on the second and third floors.

Clark Hall named in honor of Justice Silas M. Clark, a member of the Board of Trustees, was erected in 1906 on the site of a former building burned that year. It was used as a men's dormitory until 1924; since that time it has served as a dormitory for women.

Wilson Hall, which formerly housed the campus laboratory school for grades one to six, was erected in 1893 and was named for A. W. Wilson, third President of the Board of Trustees. On completion of the new Laboratory and Demonstration School, this building will become the college Library.

The College Library will have well-lighted, pleasant rooms equipped with books and furnishings which will provide a maximum of comfort for students engaged in serious study or recreational reading. Stack rooms are to be located on the ground floor. The Periodical Reading Room, which houses about 160 periodical subscriptions; the Reserve Room for specially-assigned readings; the room housing curriculum materials and the one containing the Historical Society's holdings will occupy most of the first floor. The second-floor rooms will be devoted to literature, fine and applied arts, the sciences, geography and the social studies.

The Library is open from 7:45 A.M. to 5:30 P.M. and from 7:00 P.M. to 9:00 P.M. from Monday through Friday and from 7:45 A.M. to 5:00 P.M. on Saturday. Hours may be extended later. Residents of Indiana are invited to use the reading rooms on Saturday afternoons from two to five.

Leonard Hall, named for Jane E. Leonard, for many years preceptress of Indiana Normal School, was erected in 1903 as a recitation building. It contains the laboratories, recitation rooms, and—at present—the campus laboratory school for the junior high school. The Junior High School Department will have quarters in the new Laboratory and Demonstration School when it is ready for occupancy.

The Gymnasium was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical-education plant.

The Arts Building, completed in 1931, houses the Art, Business, and Home Economics departments, one entire floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

The Auditorium, completed in 1939, has a seating capacity of 1600, and a well-equipped stage large enough to accommodate a cast of 100 people. Its design facilitates the presentation of intimate drama to a small group or of super-spectacles to capacity audiences. Light and air, as well as sound, may be controlled by the director of the presentation.

The Laboratory and Demonstration School, completed in 1939, provides for a complete elementary and junior high school program. The tenth year has been added to the junior high school, expanding it into a four-year organization. The junior high school provides for

courses in the following fields: academic, commercial, home economics, and industrial arts. Facilities are provided for physical education, a psychological clinic, a health clinic, a library, and music and art studios. A fine demonstration room, with seats for 160 observers, is a unique feature of the building.

The Infirmary, located in a wing of John Sutton Hall, has 13 beds and is thoroughly equipped in every way, not only for all the routine work of such a place, but for every type of emergency as well. Two registered nurses are always on duty, and physicians and surgeons of the highest type are within easy call. The health of students is a matter of first concern at Indiana.

The College Bookstore is operated under a co-operative plan, controlled by the Student Co-operative Association of the college. This store carries a complete line of texts, supplies, and stationery. The regulation gymnasium attire should be purchased from this store.

The Power Plant furnishes heat and light for all buildings owned by the school.

A Shop Building is located near the power plant. It is a brick structure of factory-type construction, two stories high in front, and one story in the rear. In it are located the carpenter shop, the electric shop, the paint shop, and the plumbing shop; it also provides storage room for all materials used by these shops.

The College Lodge plays an important part in the instructional and recreational life of the school. Owned by students and faculty, the 100 acres of wooded hillside with its rustic lodge and three shelter houses, not only offer opportunity for nature study by science and conservation classes, but are in demand for picnics, meetings, and winter sports.

The Activities Cottage is a small house on Grant Street near Clark Hall. It is comfortably furnished and has convenient kitchen facilities. Small groups of 30 to 40 students use it frequently, both for informal and group meetings.

FEES, DEPOSITS, REPAYMENTS

CONTINGENT FEE FOR REGULAR SESSION

A contingent fee for each student in each curriculum is charged as follows:

	Half Semester
Elementary Curriculum	$18.00
Secondary Curriculum	18.00
Art	27.00
Business Education	21.00
Home Economics	36.00
*Music Education	45.00

This fee covers registration and the keeping of records of students, library, student welfare, health service(other than extra nurse and quarantine), and laboratory facilities.

Students taking *seven or fewer semester hours, whether in regular, Saturday Campus, or extension classes, pay at the rate of five dollars per semester hour.* Students taking more than seven semester hours pay the regular contingent fees.

CONTINGENT FEE FOR SUMMER SESSIONS

Contingent Fee for Six-Weeks Summer Session. This fee for the regular summer session is five dollars per semester hour. A minimum contingent fee of fifteen dollars is charged.

Contingent Fee for Three-Weeks Post Summer Session. The contingent fee for the post session is five dollars per semester hour.

Contingent Fee for Special Curricula. In addition to the above fee for the summer sessions, students enrolled in the special curricula will pay the following additional contingent fees:

	Summer Session	*Post Session*
Art	$ 6.00	$ 3.00
Business Education	2.00	1.00
Home Economics	12.00	6.00
Music Education	18.00	9.00

* This fee includes private instruction for all work which may be assigned by the Director or Advisor, but does not include fees listed under "Special Fees for Music Students" on page 19.

HOUSING FEE

Housing Fee for Students. The housing rate for students is $63.00 per one-half semester, and $42.00 for the Summer Session. This includes room, meals, and limited laundry. For rooms with running water an addditional charge of $9.00 per student per semester, or $3.00 for the Summer Session is made. No reduction in the rate is to be made for laundry done at home or for absence of students who go home for a few days at a time. A student may, at the discretion of the President of the College, occupy a double room alone by paying an additional $36.00 per semester, or $12.00 for the Summer Session.

STUDENT ACTIVITY FEE

An activity fee is collected from all students and administered through the Student Co-operative Association under regulations approved by the Board of Trustees. This fee of eight dollars per semester covers the cost of student activities in athletics, lectures, entertainments, student publications, etc. and is payable in one sum for the semester at the time of registration. For the regular summer session the fee is two and one-half dollars. No activity fee is charged for the post summer session or for Saturday campus and extension classes.

LATE REGISTRATION FEE

Each student registering after the date officially set for registration is required to pay an additiaonal fee of $1.00 per day until the student is in regular attendance (except when permission for late registration has been secured in advance from the President because of illness or other unavoidable causes) provided that the total amount of the Late Registration Fee shall not exceed $5.00.

SPECIAL FEES

Tuition Fee. Students whose residence is out of the state are charged an extra fee of $105.00 per semester, $35.00 per Summer Session, and $17.50 for the Post Summer Session. Such students pay the contingent and activity fee in addition to this tuition fee.

Special Fees for Private Instruction in Music. A charge of $24.00 per semester is made for one lesson per week in voice, piano, band or orchestral instruments to persons not registered in the Music Department. Members of the Music Department who wish additional private instruction other than that assigned by the Director (and included in their $45.00 contingent fee) pay the same rate for this extra private instruction.

The fee for rental of piano, band, or orchestral instrument for one period per day for practice is $6.00 per semester.

Damage Fee. Students are responsible for damages, breakage, loss, or delayed return of college property.

Infirmary Fee. After three days in the college infirmary the college shall charge an additional dollar for each day. Day students who are admitted to the infirmary board at the rate of two dollars a day. This charge includes the regular nurse and regular medical service but does not include special nurse or special medical service.

Degree Fee. A fee of $5.00 to cover the cost of a diploma must be paid by each candidate for a degree.

Transcript Fee. A fee of $1.00 is charged for the second and each subsequent transcript of records.

In addition to the above fees the average student will require approximately $30.00 per semester for books, gymnasium costume, student organization dues, etc.

DEPOSITS

Advance Registration Deposit. A deposit of $10.00 must be made by all students when registration is requested. A check or money order for this ten dollars must be drawn to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. This is a guarantee of the intention of the student to enter college for the term or semester designated. This money is deposited with the Department of Revenue to the credit of the student's contingent fee. If, however, the student notifies the college at least three weeks before the opening of school that he is unable to enter, or if the student is rejected by the college, repayment of this deposit may be made through the Department of Revenue, on application by the student through the college authorities. This repayment must be approved by the Board of Trustees and by the Department of Revenue.

No fees or deposits other than those specified above will be charged.

Private Accounts. As a convenience to students, personal deposits may be made in the Student Co-operative Bookstore and drawn against by countercheck from time to time. A small fee will be charged for this service.

REPAYMENTS

Repayments. No refunds will be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

No return of any part of the advance registration deposit will be made for any causes whatsoever, except (1) where students give notice of intention to withdraw at least three weeks before the college opens, or (2) when the student is rejected by the college. For personal illness, if certified to by an attending physician, or for other reasons approved by the Board of Trustees, the housing and contingent fees for that part of the semester which the student does not spend in college will be refunded.

TIME OF PAYMENT

Payment in full of all regular summer session fees.....June 17
Payment in full of all post summer session fees.....July 29
Payment for the first half of first semester.....September 11, 12
Payment for second half of first semester.....November 4 - 9
Payment for first half of second semester.....January 22
Payment for second half of second semester.....March 17 - 22

Payment for the entire semester may be made in September and January if desired.

HOW TO PAY BILLS AND CHARGES

All bills, including contingent fee, housing fee, extra room rent and special department fees are payable at least nine weeks in advance. Checks should be made payable to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. Checks or money order must be presented in the exact amount of the account. Bookstore purchases are on a cash basis.

Students will not be permitted to enroll for any semester, until all bills previously incurred have been paid; nor will credit be certified to other institutions or to the Department of Public Instruction until all overdue accounts have been paid.

Students desiring to leave school before the close of a semester must report to the President and settle all unpaid accounts.

Meal tickets for visitors can be obtained in the office of the dietitian or in the business office.

All checks must be made payable to the Commonwealth of Pennsylvania, except for the activity fee, which should be made payable to the Treasurer of the Student Co-operative Association.

REQUIREMENTS

REQUIREMENTS FOR ADMISSION

The following is a condensed statement of the requirements adopted by the Board of Teachers College Presidents, May 13, 1932. Five general bases for admissions were set up:

I. General Scholarship
II. Character and Personality
III. Health and Physical Vigor
IV. English Fundamentals and Psychological Tests
V. A Personal Interview

Candidates for admission must satisfy these five general requirements in detail as outlined below:

I. General Scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction.

A. Applicants ranking in the upper half of their graduating classes in high school will be admitted on certificate without further evidence of general scholarship.

B. Applicants who do not rank in the upper half of their graduating classes may be admitted on probation provided:

1. They are recommended by their high school principal as being able to do creditable college work, and

2. Appraisal of the detailed high-school record indicates to admission authorities of the college that the candidate can do satisfactory college work, and

3. A rating satisfactory to the institution is made on a scholastic aptitude test administered at the college. Applicants satisfactorily meeting the requirements 2, and 3 above will be admitted on probation. Such students will be required to withdraw from the college unless they meet the required standard of scholarship.

II. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.

A. The estimate of the secondary-school official will be recorded by a check mark in the appropriate column of a three-point rating scale as follows:

	Low	*Middle*	*High*
Trustworthiness			
Initiative			
Industry			
Social Adaptability			
Personal Appearance			
Sympathy			

B. This will be included as a part of the high-school record blank.

III. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of a predisposition toward ill health as determined by a medical examination at the college.

A. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the college. This medical examination will be checked by the examining physician at the college, and students may be required to undergo a complete re-examination.

B. Applicants may be rejected for the following reasons:

1. Incurable defects or diseases of the heart, lungs, kidneys, digestive system, nervous system (including hysteria, epilepsy, nervous instability), skin, organs of the special senses, thyroid.
2. Defective vision of marked degree.
3. Permanently impaired hearing.
4. Marked speech defects.
5. Unsightly deformities.
6. Marked obesity.

C. Students with remedial defects may be accepted on condition that immediate treatments be undertaken for the removal of these defects.

IV. Normal intelligence and satisfactory command of English as evidenced by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all state teachers colleges.

V. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

A. The purpose of the personal interview is:
   1. To give the examining committee of the college an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers, and
   2. To check on the personal characteristics of the applicants who are admitted as these appear in the interview.

B. The interview will be conducted at the college. Information regarding the dates for interviews will be sent by the registrar with all applications. Specific information regarding interviews may be secured at any time by writing to the registrar.

Advanced Standing. Credit will be given for equivalent courses completed in approved institutions of collegiate grade, providing the grade is above the lowest passing grade, but no student may obtain a certificate or degree without a minimum residence of one year in this college. A student transferring from another college will be required to meet the same entrance requirements as any other applicant and, in addition, must present a statement of honorable dismissal from the college which he last attended.

No credit can be given for correspondence or extension work toward limited certification unless such work was completed previous to September, 1926. Credit for extension work in certain subjects up to a total of not to exceed thirty-two semester hours may be accepted toward the requirement for a degree. No correspondence work is accepted.

SCHOLASTIC REQUIREMENTS

Grades. The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, fair; D, passed; F, failed; I, incomplete.

A grade of "F" can be cleared only by repeating the course in the regular way. The grade "I" is used to record work which, so far as covered, is of passing grade, but which is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to school.

Quality Points. Quality points are assigned as follows: Grade A, 3 quality points per semester hour; B, 2 quality points per semester hour; C, 1 quality point per semester hour; D or F, no quality points.

To qualify for graduation or for recommendation for the State Standard Limited Certificate, a student must have secured as many quality points as the number of semester hours he has earned in this school toward his degree or certification. Quality points are not counted on grades from other schools and a student transferring from another school is held responsible for quality points only on work taken here.

Eligibility for Student Teaching. No student will be permitted to do student teaching until each of the following requirements is satisfied:

1. The number of quality points must equal or exceed the number of hours earned at Indiana. Students who have transferred from other colleges must have completed at least the equivalent of one semester at Indiana.

2. Candidates for the degree must have two semesters of work with a C average and no failures in these semesters. One such semester shall be required for those who are seeking the State Standard Limited Certificate.

3. All required courses in English up to the teaching semester must be completed. The applicant must have a C average in all these courses or he must have passed with a satisfactory rating a standard test in English form and usage, given by the college.

   Competency in English usage shall be demonstrated. Weakness in English skills ,as shown by low grades and test scores, should be removed by repetition of courses, by regular attendance at the English Laboratory, or by both of these remedies. Each student is responsible for maintaining and improving his English skills.

4. A C average on all courses that are to be used for certification in any particular field will be required.

Student teaching in the summer session is restricted to those who have previous student teaching in this school or several years of actual teaching experience. Application must be made well in advance.

REQUIREMENTS FOR GRADUATION

Every student entering the State Teachers College, Indiana, Pennsylvania, selects one of the six degree curricula offered at this college. All curricula are definitely four years in length, and all lead to the degree of Bachelor of Science in Education or in some specific field of education and entitle the graduate to the Provisional College Certificate in the appropriate field.

Graduates of the special curricula, art, business education, home economics, and music education, receive the degree of Bachelor of Science in their particular field of education and the Provisional College Certificate with authority to teach and supervise the work in their special field. These graduates are usually certified to teach at least one other field in the junior and senior high school.

Graduates of an elementary curriculum receive the degree of Bachelor of Science in Education and the Provisional College Certificate. This certificate entitles the holder to teach for three years in the

first six grades of any public school and in grades seven and eight if these are not organized as part of a junior high school. After three years of successful teaching and the addition of six hours of approved college courses, the certificate is changed to a Permanent College Certificate. A certificate on which appears Kindergarten-Primary specialization entitles the holder to teach in Kindergarten and Grades one, two, and three.

Graduates of the secondary curriculum receive the same degree, Bachelor of Science in Education and the Provisional College Certificate, which entitles the holder to teach in any junior or senior high school the subjects written on the face of the certificate. Permanent certification is secured on the completion of three years of successful teaching and the completion of six semester hours of approved work.

At the meeting of the Board of Presidents of the State Teachers Colleges on January 15, 1937, the following report of the Curricular Revision Committee was approved:

1. That each student shall present as a requirement for graduation from the Secondary Curriculum at least two subject fields for certification, one of which shall consist of not less than twenty-four semester hours.

2. That all courses carried in any subject-matter field shall be counted toward certification.

3. That the Board of Teacher College Presidents request the State Council of Education to consider raising, as soon as possible, the present eighteen-semester-hour certification requirement in every subject-matter field to twenty-four semester hours.

In accordance with the above, a student must meet certification requirements in two fields, in one of which he must have at least 24 semester hours and in the other at least 18 semester hours. Required courses are included in the above, except that the course in "Fundamentals of Speech" is not included in meeting the requirements for certification in English.

Besides the degree curricula in the special fields of art, business education, home economics, and music education, Indiana provides all courses necessary for certification in the secondary fields of English, geography, mathematics, science, and social studies.

All persons who have completed the work of the two-year Kindergarten-Primary or Intermediate Curriculum as previously organized are admitted to junior standing for a degree in the elementary or secondary field provided they are graduates of an approved four-year high school. The exact number of hours credit granted will depend upon the curriculum which the student has completed and the one in which

he wishes to secure his degree. Those who become candidates for the degree in the elementary field will secure two full years' credit, but those who transfer to the secondary field will lose some credit, usually from four to six hours.

Graduates of any two-year curriculum can secure not more than two full years' credit, 64 semester hours, towards the degree for such graduation.

Former graduates of a two- or three-year curriculum at the State Teachers College, Indiana, Pennsylvania, who become candidates for a degree from this school must do at least one-half of the work required beyond previous graduation or certification at Indiana. An amount up to one-half the required work may be transferred from other accredited schools provided the courses pursued are the same or equivalent to courses given here and provided that all grades be above D or the equivalent. Not to exceed 25% of the number of semester hours of credit needed for a four-year curriculum may be taken in extension classes. Saturday campus classes are credited as residence work and not as extension. Correspondence courses are not accepted.

REQUIREMENTS FOR CERTIFICATION

State Standard Limited Certificates. The State Standard Limited Certificate, heretofore given to those who completed three years of work on an elementary-degree curriculum, has been discontinued for all who entered after February 1, 1939. The regulations regarding certification in the elementary field may be summarized as follows:

1. Students who entered before January 1, 1937, may still secure the State Standard Limited Certificate on satisfactory completion of two years' work including the special requirements for certification.

2. Students who entered between January 1, 1937, and February 1, 1939, may secure the State Standard Limited Certificate on the satisfactory completion of three years' work including the special requirements for certification.

3. Students who entered after February 1, 1939, cannot secure any type of certification until they have completed the full requirements for the degree. They will then receive the Provisional College Certificate granted to all graduates.

RENEWAL OF STATE STANDARD LIMITED CERTIFICATE
(From Department of Public Instruction Bulletin, Sept. 1, 1938)

1. The twelve semester hours required for the renewal of the state standard limited certificate are to be earned *during each* renewal period of three years, whether the certificate has been used for teaching purposes or not. This is the min-

imum rate by which the holder of a state standard limited certificate may move toward the completion of an *elementary* degree curriculum.

2. The responsible official of the college, from which the holder of the certificate expects to secure a degree, should certify on the transcript — or otherwise — that the twelve semester hours submitted to the Department of Public Instruction will be accepted by the institution as additional work toward the completion of the elementary degree curriculum.

Students will note particularly that work for the renewal of the certificate must be approved toward a degree in the *elementary* field. This renewal work should be taken in the school from which the student expects to secure his degree. If taken at another college, approval of the courses must first be secured *in advance* from the Dean of Instruction of the college from which the student expects to secure his degree.

College Certificates. The Provisional College Certificate is issued to any graduate and entitles him to teach the subjects indicated on the face of the certificate for a period of three years. Three years of successful teaching and the completion of six semester hours of additional approved training enables the holder to receive the Permanent College Certificate. This is a life certificate to teach the subjects in his field in any public school in the state. The six required hours must include two or three hours in education and the remainder in a field in which the candidate is already certificated.

In order to add a subject to a certificate in the secondary field credentials showing the satisfactory completion of eighteen semester hours of approved preparation in that subject must be presented.

The holder of a college certificate in the secondary field or in one of the special fields who wishes to secure certification in the elementary field must secure thirty semester hours of approved training in work definitely organized for the preparation of elementary school teachers, including at least six semester hours of student teaching in the elementary field. This preparation must be in addition to the requirements for the degree. This means that courses used to meet the degree requirements in the secondary or special field cannot be used again to apply on certification in the elementary field.

The holder of a college certificate in the elementary field may be certificated for teaching in the secondary field by adding thirty hours in secondary education, including six hours' student teaching in the secondary grades, and securing eighteen hours of approved credit in a major field or in each of several major fields of secondary education.

REGULATIONS REGARDING TRANSFER OF CREDITS

At a meeting of the Board of Presidents of the State Teachers Colleges on May 18, 1939, the following regulations were approved:

1. Transfers from other institutions will not be accepted without certificates of honorable dismissal.

2. Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done.

3. All students who are candidates for a degree shall be required to arrange a program of studies approved by the Dean of Instruction. Any student desiring to pursue any part of this program at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction.

THE SUMMER SESSIONS

The Summer School is an integral part of the year's work. Teachers in service and students in regular attendance can secure in the summer session six or nine hours' credit toward any certificate or toward graduation in any curriculum. High-school graduates who have not previously attended college may attend summer school, but they are not encouraged to do so. The courses are planned primarily for those who have had previous work, and an effort is made to meet all reasonable requests of teachers who are working toward higher certification or toward graduation. The groups whose interests are kept particularly in mind in planning the work of the summer session are:

1. Holders of any type of limited certificate who are seeking standard certification or graduation.
2. Graduates of two- or three-year curricula who are working toward degrees in their fields.
3. Holders of degrees who wish to secure the six hours required to make the Provisional College Certificate permanent, or who wish to secure additional certification.
4. Students in regular attendance who wish to secure additional credit or who wish to make up failures or incompletes received the previous year.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. The Summer School Bulletin will be mailed to anyone desiring more complete information regarding the courses to be offered.

Dates. The regular summer session will open on June 17 and close on July 27. A post session of three weeks will open on July 29 and close on August 17. It will thus be possible for a student to secure six semester hours credit in the regular term and an additional three hours in the post session.

STUDENT ORGANIZATIONS

In order that students may have opportunities to develop their own avocational interests and desirable qualities of leadership, initiative, and co-operation, the college sponsors a great variety of student organizations.

STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

Student Council. A small group of students elected to be members of the Student Council acts as an intermediary between students and the administration.

Student Co-operative Association. The student activity fee paid by each student is used to finance the Student Co-operative Association. The activities of this organization include musical presentations, lectures, entertainments, and athletics—such as football, basketball, and intramural sports. One of the large items of expenditure is for the operation of the school bus. Frequent educational excursions are made to places of historical interest; occasional trips are taken to Pittsburgh to see dramatic presentations. Each student receives a copy of the college annual, "The Oak," and the college newspaper, "The Indiana Penn." The bookroom under the management of this association sells supplies to students and furnishes them books at a discount. Each Saturday evening, when there is no special entertainment, an orchestra is provided for dancing in Recreation Hall. During the past year the Student Co-operative Association furnished the funds for approximately thirty students to attend student conferences at various points in Pennsylvania and other states. Another new feature, also sponsored by this association, has been the introduction of winter sports, including tobogganing and skiing.

Under the sponsorship of the Student Co-operative Association all-college dances are held each Saturday evening. These dances entail no expense for the student. In addition to these Saturday dances, students may dance for an hour after dinner on Monday and Wednesday. At each of these dances students and faculty act as hosts and hostesses.

Every year each class sponsors its own formal Prom.

Resident Women's League. This organization, composed of all women boarding students, aids in directing the affairs of women students who live in the dormitories or cottages.

Men's Student League. This group, made up of all men students, co-operates with the administration in managing the affairs of men students.

Non-Resident Student League. This club promotes social contacts and activities of non-resident students.

RELIGIOUS ORGANIZATIONS

Although the college is non-denominational, its authorities aim to make it a place of positive Christian influence. An effort is made to promote Sunday observance. There is a vesper service each Sunday evening which students are invited to attend. Students are also urged to attend the church of their choice on Sunday.

Through the Y. W. C. A. and the Y. M. C. A. students are afforded other avenues for experience in Christian living. These take the form of religious meetings, social functions, and opportunities for community service. Exchange programs with other colleges; attendance at regional conferences and the Eaglesmere summer convocation, and membership in the World Student Christian Movement provide contacts with the larger issues of state, national, and world problems.

In addition to these organizations there are many groups of students affiliated with the various churches in the community, thus enabling every student to participate in the religious and social life of those of his own belief.

A convocation, including all students and faculty members, is held every week; a part of each meeting is given over to non-sectarian devotional exercises.

LEONARD LITERARY SOCIETY

Leonard Literary Society is the largest organization on the campus, having a membership of approximately 1,000, made up of students and faculty. This society is an outgrowth of two old rival societies. Named in memory of Jane E. Leonard, this organization functions on a co-operative rather than a competitive plan, and features professional as well as amateur programs. A small fee provides means for obtaining many interesting and notable artists. Cornelia Otis Skinner, Christopher Morley, Hugh Walpole, and nationally known theatre groups, represent the calibre of visiting artists. Student performances recently included the following plays: "Our Town," "Stage Door," "First Lady," and "Outward Bound."

DEPARTMENTAL GROUPS

The Art Department sponsors the Art Club and the Tuesday Night Art Activities to stimulate and direct the interest in art both within and outside the Art Department.

The Department of Business Education provides for members of its department the Freshman Junior Chamber of Commerce and the Junior Chamber of Commerce. These organizations serve social and developmental purposes within the department.

The Departments of Elementary and Secondary Education both have clubs to stimulate interest in their fields and unite students with common interests.

The English Department sponsors the American College Quill Club to encourage creative literary activity; the Robinson Reading Choir for those interested in choral reading; the *Indiana Penn*, a weekly newspaper, and *The Oak*, which is the college yearbook.

In the Geography Department there are the Alpha Omega Geographers, a selected group of outstanding geography majors, which furthers professional work and social contacts in the field, and the Travel Club, composed of geography majors and other interested students, which holds no regular meetings, but instead takes one or two trips a year. Last year (1938-39) the Travel Club went to the New York World's Fair.

The Home Economics Club of the Home Economics Department aims to develop leadership and resourcefulness and to provide opportunity for participation in professional and social activities.

The Music Department sponsors a large variety of activities, some required of music students, others elective. A few are open to all students of the school interested in music. These groups are the Music Club, College Choir, Concert Band, Lyric Choir, Marching Band, Men's Glee Club, Orchestra, String Quartet, and Vesper Choir.

The Physical Education Department during the last several years has enlarged its club program of sports. At present, those students especially interested in a particular sport activity may band themselves together for the promotion of this sport. Under the direction of the Physical Education Department, in addition to the Red Cross Life-Saving Club, Bicycle Club and the Rifle Club, are found the Women's Athletic Association, which aims to promote interest and skill in sports, to develop a well-rounded athletic program and to foster recreation and good fellowship; and the Women's Varsity I Club which organizes intramural activities for girls and supplies sport managers for W.A.A. activities. Other activities that lend themselves easily to club work are skiing, tobogganing, archery, and roller skating.

In the Science Department the Biology Club attempts to stimulate professional interest among the students through association with each other in special problems, and to afford opportunity to follow special interests. The David C. Alter Scientific Society stimulates research in the field of physical sciences; in the Out-of-Doors Club, students learn how to enjoy the natural environment; and the Photography Club furthers interest in photography through supervised activities.

The Social Science Department groups consist of the Inter-collegiate Conference on Government, which studies state and national problems and discusses these at a state meeting at Harrisburg; The International Relations Club, open only to Social Studies majors; and the Open Forum, open to all students interested in discussing national and international affairs.

CLASS ORGANIZATIONS

Each class—Freshman, Sophomore, Junior, Senior—has a class organization, holds social and professional meetings, and sponsors one formal dance every year.

FRATERNITIES

Honorary Fraternities. In 1928 a Chapter of Alpha Phi Gamma, a national honorary journalistic fraternity, was established on the campus. Its purpose is "to unite in a congenial group students who are interested in the higher forms of journalism." Membership is open only to those who have served on the staffs of college publications and who maintain a high scholastic standing. The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainments are eligible to membership. Pi Omega Pi, an honorary national fraternity for men and women in business and commercial training, is represented on the campus by Kappa chapter, formed in 1929. Beta Chapter of Gamma Rho Tau, an honorary fraternity for men in Business Education, was organized in 1929. Honorary fraternities are also being organized in the Home Economics and Music Education Departments.

Educational Fraternities. Three national fraternities of professional character now have chapters at Indiana. The Phi Alpha Zeta Fraternity was organized as a national educational and social fraternity June 4, 1927. Alpha Chapter has been active on the campus as a local organization since 1908. Eta Chapter of Phi Sigma Pi, a national educational fraternity, was established at Indiana, April 30, 1929. It took the place of Omega Chi Fraternity, a local organization founded in 1909. The Pi Chapter of Sigma Tau Gamma, a national educational and social fraternity, was established on November 8, 1930.

Inter-fraternity Council. This small group made up of the president and sponsor of each fraternity, and the Dean of Men, meets occasionally to regulate inter-fraternity affairs.

SORORITIES

Educational Sororities. Seven national professional educational sororities have chapters on the campus: Alpha Sigma Alpha, Sigma Sigma Sigma, Delta Sigma Epsilon, Alpha Sigma Tau, Pi Kappa Sigma, Pi Delta Theta, and Theta Sigma Upsilon. Only students who have completed sixteen semester hours of work with a "C" grade average and no failures are eligible for membership. Sorority life offers opportunities for growth of congenial friendships and the fostering of the highest ideals of womanhood. Broadening contacts are furnished through association with alumnae members and the intercollegiate affiliations.

GENERAL INFORMATION

SUGGESTIONS FOR ENTERING STUDENTS

Preliminary. The prospective student should send for an application blank. This blank should be properly filled out and returned with the room reservation deposit of ten dollars. Rooms are assigned in the order in which applications are received and as nearly in accordance with students' preferences as possible.

Entrance Tests. The entrance examinations for applicants who were in the lower half of their graduating classses will be held on Monday, July 15, from 10:30 A.M. to 12:00 M., and 1:00 P.M. to 2:00 P.M. Every applicant who ranked in the lower half of his class should make application in time to take the examination on that date. Another examination for those who did not apply before the July date will be given on Tuesday, September 10, from 1:15 P.M. to 3:45 P.M., but the chances for admission will be greatly decreased if students wait until that time. This test will include all students whose high-school transcripts have not been received, as well as those in the lower half of their graduating classes.

Room Assignments. All entering boarding students are required to pay ten dollars in advance for the reservation of a room. This is due when the application and personal record are filed. This blank will be sent on request to any prospective student. The deposit is credited on the following semester's contingent fee. Students are not permitted to room alone except as indicated on page 19.

Advance reservation deposits may be returned to students, provided three weeks before the opening of the semester they notify the college of their intention not to attend, and provided the request for a refund is approved by the Board of Trustees and the Department of Revenue. See page 20.

The time between terms is very short for getting the dormitories again in readiness for students. For this reason the residence halls are not open until registration day and students will not be admitted to the dormitories before that time.

Rooms are not held for students beyond the first day of the semester or term unless arrangements have previously been made.

Freshman Dormitory. In order to better orientate freshmen women a section of John Sutton Hall has been set aside as a Freshman Dormitory. Special regulations are set up for freshmen, and counselors supervise their daily routine carefully, acquaint them with customs and traditions, and advise them as situations arise. It is hoped that this plan will bring better adjustments to the problems of college life.

Student Supplies. All students who live in school dormitories and men students who are assigned to rooms in private homes or in the cottages must provide themselves with blankets, as the college and house mothers furnish only the linen and bedspread. The students must provide window curtains, soap, towels, needed toilet articles, etc.

Students must also furnish their own gymnasium attire. The Physical Education Department requires regulation gymnasium and pool equipment, which can be purchased in the college bookstore at a saving to students. The required costume for men costs about $3.00. The cost for women is a little higher.

Some students may wish to use the swimming caps they already possess. The following colors will be required: for beginners, red; for those who can swim a little, green; for swimmers, blue; and for life savers, white.

Baggage. All baggage is delivered to the basement of John Sutton Hall, and porters will transfer it directly to the students' rooms. Luggage should be plainly marked with the student's name and, if the assignment has been made, should also bear the room number. Students living in school cottages should mark their baggage with the street address; the college truck delivers it to the rooming place.

Registration Day. All freshmen and other new students except post-graduates will report for registration, classification, and other activities, Wednesday, September 11. All other students will register on Thursday, September 12. On arriving at the college students will be given a mimeographed sheet of directions telling them in detail the procedure to be followed in being registered and programmed. In general the following directions should be followed:

I. Boarding Students:

A. Go to the library, fill out enrollment card, and pay your fees.

B. Women, go to Recreation Hall where the Dean of Women will give you your room assignment. Keys will be given out in the office of the Dean of Women. Men, go to the office of the Dean of Men.

C. Take all baggage checks to the college bookstore and pay for delivery of the baggage.

D. Have your programs made by teachers assigned to particular groups. These teachers, the rooms in which programs will be made, and the group assigned to each will be clearly indicated on the sheet of directions.

E. Secure school materials at the college co-operative bookstore. No books should be purchased until after the classes have met and a correct list of necessary books has been made.

F. Students who are transferring from other schools and who have not had their credits evaluated see the Dean of Instruction.

II. Day Students:
Follow the procedure given above, omitting B and C.

The Handbook. The Student Council publishes a handbook which is given to entering students. This handbook contains information concerning the school set-up and routine and is a great help to new students.

BOARDING STUDENTS

The State Teachers College at Indiana is *primarily* a dormitory school. It admits as day students only those who live with parents or near relatives. Women students live in the dormitories. Men students room in school cottages or in fraternity houses and take their meals in the college dining room. A few men students live in private homes approved by the college.

Vacation and Guest Charges. Students remaining at the school during Thanksgiving, Christmas, Easter, or summer vacation will be charged at the transient rates. Students and teachers are responsible for meals of their guests at current transient rates. The transient rate for meals is breakfast, 40 cents; lunch, 40 cents; dinner, 50 cents.

Fire Precautions. Students are not permitted to use or to have stoves, electric irons, heaters or cookers, or other equipment for producing fire or heat in their rooms. Such equipment is prohibited by fire regulations and will be removed and confiscated by the fire inspector. Smoking in dormitory rooms is absolutely forbidden, due to the fire hazard. Radios are permitted, but must be installed by the school electrician. Extension cords and double sockets are not allowed.

Laundry. The laundry of all boarding students, to the extent of ten plain pieces per week, plus towels and napkins, is done in the college laundry. All pieces sent to the laundry must be plainly marked with the owner's name. Name tapes sewed on articles of clothing constitute the best identification. A laundry bag should be owned and used by every student.

An excellent laundry and ironing room with modern equipment is maintained in the basement of John Sutton Hall for the free use of women students.

Room Assignments. Students in school at the close of any school year have rooms assigned to them as follows: If women students desire to keep the rooms they have, these rooms are assigned to them, unless for some reason it is felt wise or necessary to withdraw students from said room. At a meeting the remaining rooms are put up in order of desirability. If two or more groups of women students desire the same room, the groups draw lots for it. This process continues until all women in school are assigned to rooms for the following year. Students in school at the end of any year who reserve rooms for the following year must pay the room reservation deposit by May 1, or their assignment to a room is cancelled and they take their place on the list of entering students.

Dormitory Life. General supervision of the personal and social welfare of women students is exercised by the Dean of Women and hall teachers. Student body, faculty, and administration co-operate to maintain high standards of social life and conduct. Restrictions which are put upon the freedom of students are felt to be necessary for successful study and living conditions and for the well-being of the group.

Enrollment in the college implies an agreement on the part of each student to comply with the customs of the college and to obey the regulations. Participation in government is vested in the Resident Women's League, of which all resident women are automatically members. Representatives from each hall group make up the League Council, which serves as a clearing house for discussing difficulties and making recommendations concerning dormitory problems. The college handbook, given to entering students, contains detailed information.

Women students are under college jurisdiction from the time of arrival in Indiana in September until they leave in May, with the following exceptions: Thanksgiving, Christmas, and spring vacations, and at all other times after they reach their homes.

For going home week-ends, first- and second-year students must have either permission sent from home for each visit, or a form card on file covering any week-end. All women are expectd to register when off campus for evenings and week-ends, and to cancel registration when they return. For first- and second-year students, week-ends spent elsewhere than home must be with parental approval and college consent. A permit from parents to ride in automobiles must be filed in the office of the Dean of Women at the beginning of each school year. This applies to all women students. The college reserves the right to withhold privileges whenever it is for the best interest of the college or of the student concerned.

Guests. Persons calling on students must be approved by the Dean of Women. In no case can visitors be allowed to interfere with college duties, and for this reason visits should be made during week-ends only.

Any student entertaining a visitor in college buildings over night must register the visitor with the Dean of Women, have her approval, and notify the hall teacher that a guest is present. This privilege applies only to visitors of school age and should be used only on Saturday night when it is possible to use the bed of someone away for the week-end. Guests are under the same regulations as students, and the hostess is responsible for her guest. All meals are paid for at current transient rates.

Students may accompany mothers or near relatives to a hotel for meals or for the night if arrangements are made in advance with the Dean of Women.

On Sundays, mothers are permitted to visit students in rooms from 10:00 to 12:00 A.M. and 2:00 to 5:30 P.M. At all other times, guests are received in parlors on the first floor. Buildings are closed to guests at 10:00 P.M.

Visits. Success demands concentration of thought. This is prevented by frequent visits at home or elsewhere, and usually time thus spent greatly hinders the progress of the student. The student must decide between sacrificing his school work and limiting the number of his visits. It is strongly advised that students do not go home oftener than once a month.

DAY STUDENTS

Students whose homes are not in Indiana and who desire to live with relatives in Indiana as day students must have the approval of the President in advance of registration. Under no circumstances are students permitted to room or board with private families, not immediate relatives. Violation of this regulation will result in loss of credit for work.

Accommodations for day students are provided on the ground floor of John Sutton Hall and consist of a large women's lounge attractively furnished, a dining room, and a lounge for men. There is also a quiet room equipped for sleep during the day. Additional library facilities recently made available provide pleasant study conditions for non-resident students, and racks and shelves in lounges offer space for wraps and books. Students through their House Committee assume responsibility for care and use of rooms set aside for them.

SATURDAY CAMPUS AND EXTENSION CLASSES

Saturday Campus and Extension Classes are offered for those who are now teaching and wish to continue their education during the regular school year. The contingent fee is $5.00 per semester hour of credit and no activity fee is required. Not more than six semester-hours credit can be earned in one semester by one who is doing full-time teaching.

Saturday Campus Classes are held on the campus on Saturdays (generally between 8:00 A.M. and 1:00 P.M.). Courses are arranged according to the demand for them as indicated by teachers who are interested. This is not extension work. It is credited as "residence" work. Classes are scheduled to enable one to earn as much as six semester-hours credit each semester. Persons interested should write for a schedule of courses.

Extension Classes. For those too far from Indiana to attend Saturday Campus classes, arangements may be made for one or more courses by extension. Such courses may be offered at convenient centers when a sufficient number of students agree to take the same one or more courses. Teachers may earn as much as twenty-five per cent of the credit needed for a four-year curriculum by taking courses in extension classes. If there is demand for a certain course at any given place, a communication should be sent to the Director of Saturday Campus and Extension Classes.

SELF HELP AND LOAN FUND

National Youth Administration. During the last five years Indiana, in common with other colleges, has had available under the N.Y.A., through the federal aids to education, considerable opportunity for students to secure work that would aid in paying their expenses. Whether this aid will be extended for the coming year is not known. If it is, there will be open to a number of worthy students, who otherwise could not attend school, an opportunity to earn part of their expenses. If the federal aid is not continued, there will be very few opportunities for students at Indiana to secure work that will aid in paying their expenses. The few part-time positions that are available are usually filled by students who have been here two or three years.

Loan Fund. The Jane E. Leonard Memorial Loan Fund was begun several years ago and has been built up largely through the work of faculty and students. During the last few years most of the alumni units have come to the aid of the fund, and some have made very liberal contributions. The available loan value has now reached about sixteen thousand dollars.

The governing board in charge of granting loans consists of the Dean of Instruction, the Dean of Men, the Dean of Women, and an alumni member. The plan in operation provides for the granting of loans to juniors and seniors, with interest at two per cent, payable at maturity of loan, with the regulation that not more than $100.00 be loaned to a student during one semester and that the maximum sum loaned to any student shall not exceed $200.00.

State Scholarships. Holders of State Scholarships may attend State Teachers Colleges and use the scholarship award toward meeting their expenses.

Work. A few students are permitted to work in private families for their room and board. Arrangements for such students should be made with the Dean of Women prior to registration.

ADVISORY SYSTEM

A carefully worked-out advisory system is in use at Indiana. Every student is assigned to a faculty adviser in his major department, who assists the student in keeping a check on his work and advises him in regard to his program, his outside activities, his scholarship, and other matters. Two or three times each semester a report is made to each adviser concerning the students in his group who are doing poor work.

GRADE REPORTS

As soon as possible after the close of each semester a full report on the previous semester's work is given every student on a record card provided by the student. Reports of students' grades are not sent to the parents but are given directly to the students. It is assumed that students who are sent to college are mature and trustworthy enough to report correctly to their parents the facts in regard to their grades. If they have not reached this stage of maturity and integrity, they would seem lacking qualities highly desirable in prospective teachers.

GRADUATION

Commencement Exercises. One commencement is held each year at the close of the second semester. Only those students who have completed all requirements for graduation will be permitted to take part in the commencement exercises. The regulation cap and gown sanctioned by the Intercollegiate Bureau and Registry of Academic Costume are worn by seniors upon the proper occasions.

Alumni Association. Since its organization the school has graduated over eleven thousand students from its various curricula. Approximately two thousand degrees have been granted since Indiana was made a college in 1927. The love and devotion of these alumni is an important factor in the future development of the college. At the annual meeting in May, 1933, the constitution of the Alumni Association was changed so that it is now organized on a representative basis, with the local unit in each community sending its representatives to the meetings of the executive council, which meets twice a year. In this way it is hoped that every graduate of the school may be brought into relationship with the school through membership in an active local unit.

PLACEMENT SERVICE

Placement. The services of the Placement Bureau are available to all students of the college who receive certification. The directors of the various departments take an active interest in the placement of their graduates. Co-ordination of effort is secured through a central committee. The Bureau supplies credentials to employers who are seeking applicants for positions and serves as a center where graduates may keep their records up-to-date. Alumni are using the Bureau increasingly. Teaching positions are not guaranteed by the college, but Indiana's record of placement is one of the very best in Pennsylvania.

ELEMENTARY AND SECONDARY DEPARTMENTS

FEES AND EXPENSES

	Semester
Contingent Fee (payable in two installments)	$ 36.00
Housing Fee (payable in two installments)	126.00
Activity Fee	8.00
Books, equipment, etc. (approximate)	25.00
	$193.00

(Also see pages 18-21)

All students who are preparing to teach the academic subjects in the elementary and secondary schools will follow approximately the same curriculum during the first two years.

BASIC TWO YEARS OF THE ELEMENTARY AND SECONDARY CURRICULA

Sequence of courses subject to change for administrative reasons.

FIRST SEMESTER

	Clock Hours	*Semester Hours*
English I (including Library Science)	4	3
Fundamentals of Speech	3	3
Biological Science I	4	3
Health Education I (including Physical Education and Personal Hygiene)	4	2
Place and Purpose of Education in the Social Order, including School Visitation	3	2
Appreciation of Music	3	2
	21	15

SECOND SEMESTER

English II	3	3
Principles of Geography	3	3
History of Civilization	4	4
Biological Science II	4	3
Health Education II (including Physical Education and Personal Hygiene)	4	2
Appreciation of Art	3	2
	21	17

THIRD SEMESTER

	Clock Hours	*Semester Hours*
Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Electives	4	4
	17	16

FOURTH SEMESTER

Literature II	3	3
Educational Psychology	3	3
Principles of Sociology or	3	3
Principles of Economics	(3)	(3)
Physical Science II	4	3
Electives	5	5
	18	17

Notes: (1) The electives in the first two years shall consist of such approved courses as will meet the needs of the student's future program of studies.

(2) The electives of the last two years shall be selected with reference to the field of service for which the prospective teacher is preparing. The *courses marked* with an asterisk (*) in each of the elective fields *in the elementary curriculum are prescribed.*

LAST TWO YEARS OF THE ELEMENTARY CURRICULUM

FIFTH SEMESTER

American Government—Federal, State, Local	3	3
Teaching of Reading	3	3
Music I	4	2
Art I	4	2
Curriculum in Arithmetic	3	2
School Law	1	1
Elective	3	3
	21	16

SIXTH SEMESTER

	Clock Hours	*Semester Hours*
Child Psychology	3	3
Teaching of English, including Handwriting	4	3
Music II	3	1½
Art II	3	1½
Teaching of Health	3	2
U. S. History to 1865	3	3
Elective	3	3
	22	17

SEVENTH SEMESTER

Educational Measurements	2	2
Curriculum in Elementary Science	4	3
Visual Education	4 or 2	2 or 1
Children's Literature and Story-Telling	3	3
Evolution of the American Public School	2	2
Philosophy of Education	2	2
Elective	3	3
	18	16

EIGHTH SEMESTER

Student Teaching and Conferences	15	12
Curriculum Materials, Selection, and Adaptation	4	3
	19	15

ELECTIVES FOR GROUP I

Kindergarten, Grades 1, 2, 3

*Pre-School Child	2	2
*Kindergarten-Primary Theory	2	2
U. S. History II (U. S. History since 1865)	3	3
Child Adjustment	3	3
Special Education	3	3
Diagnostic and Remedial Instruction in Reading	3	3
Parent Education	3	3
Handicrafts	4	2
Descriptive Astronomy	2	2

Courses in Speech or other approved courses from subject fields

ELECTIVES FOR GROUP II

Grades 4, 5, 6

	Clock Hours	*Semester Hours*
*Teaching of Arithmetic	3	3
*Civic Education	3	3
U. S. History II (since 1865)	3	3
Industrial Arts	4	2
Geography of Western Hemisphere	3	3
Geography of Eastern Hemisphere	3	3
Descriptive Astronomy	2	2

Students who are candidates for the State Standard Limited Certificate must take as electives in the second year:

Teaching of Reading
Curriculum in Arithmetic
Teaching of English

and must take as electives in the third year:

Student Teaching
Curriculum Materials
Children's Literature and Story Telling
Curriculum in Elementary Science

LAST TWO YEARS OF THE SECONDARY CURRICULUM

FIFTH SEMESTER

American Government—Federal, State, Local	3	3
School Law	1	1
Educational Measurements	2	2
Electives	10	10
	16	16

SIXTH SEMESTER

Guidance	2	2
Problems of Secondary Education	2	2
Electives	12	12
	16	16

SEVENTH SEMESTER

	Clock Hours	*Semester Hours*
Evolution of the American Public School	2	2
Visual Education	4 or 2	2 or 1
Philosophy of Education	2	2
Electives	9	9
	15	14

EIGHTH SEMESTER

Student Teaching and Conferences	15	12
Curriculum Materials, Selection, and Adaptation	4	3
	19	15

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one other extra-curricular activity one semester each year.

The required and elective courses in each field are indicated below:

ENGLISH

Required:	**12 s. h.**	
English I	4	3
English II	3	3
Literature I	3	3
Literature II	3	3
Recommended:	**6 s. h.**	
English Philology	3	3
Advanced Composition	3	3
Electives:	**6 s. h.**	
Shakespeare	3	3
Short Story	3	3
Modern Novel	3	3
World Literature	3	3
Contemporary Poetry	2	2
Victorian Prose & Poetry	3	3
Journalism	2	2
Pre-Shakespearean Literature	2	2
Romantic Period	3	3
Essay	3	3
Modern Drama	2	2
19th Century Novel	3	3

GEOGRAPHY

Required:	**6 s. h.**	
Principles of Geography	3	3
Economic Geography	3	3
Recommended:	**12 s. h.**	
Geography of the U. S. & Canada	3	3
Geography of Latin America	3	3
Geography of Europe	3	3
Geography of the Pacific Realm	3	3
Electives:	**6 s. h.**	
Climatology and Meteorology	3	3
Physiography	3	3
Conservation of Natural Resources	3	3
Field Course (to be approved)	3	3
Commercial and Industrial Geography	3	3
Trade and Transportation	3	3

SOCIAL STUDIES

Required:	**10 s. h.**	
History of Civilization	4	4
Sociology or Economics	3	3
American Government	3	3
Recommended:	**9 s. h.**	
History of U.S. I (U.S. History before 1865)	3	3
Social & Industrial History of the U.S.	3	3
Modern European History	3	3
Electives:	**6 s. h.**	
Early European History	3	3
Principles of Economics	3	3
Principles of Sociology	3	3
History of Latin America	3	3
Comparative Government	3	3
Evolution of Social Institutions	3	3
History of England	3	3
History of the Far East	3	3
History of Pennsylvania	3	3
Ethics	3	3
Renaissance and Reformation	2	2
Industrial Relations	3	3
Constitutional History and Law	3	3
History of Philosophy	3	3
Social Problems	3	3

MATHEMATICS

Recommended:	**18 s. h.**	
College Algebra	3	3
College Trigonometry	3	3
Analytic Geometry	3	3
Calculus I	3	3
Calculus II	3	3
Statistics	3	3

Electives:	6 s. h.	
College Algebra II	3	3
Synthetic Geometry	3	3
History of Mathematics	3	3
Applied Mathematics	3	3

SCIENCE

A. GENERAL

Required:	24 s. h.	
Biological Science (Botany, Zoology)	8	6
Physical Science (Chemistry, Physics)	8	6
Advanced Biology Courses	8	6
Advanced Physical Courses	8	6

B. BIOLOGICAL SCIENCE

Required:	18 s. h.	
Biological Science (Botany, Zoology)	8	6
Botany	8	6
Zoology	8	6

Electives for Biology Field	6 s. h.	
Advanced Nature Study	4	3
Bacteriology	4	3
Comparative Anatomy	4	3
Ecology	4	3
Embryology	4	3
Entomology	4	3
Genetics	3	3
Histology	4	3
Parasitology	4	3
Physiology	4	3

C. PHYSICAL SCIENCE

Required:	22 s. h.	
Physical Science (Chemistry and Physics)	8	6
General Chemistry	12	8
General Physics	12	8

Electives for Field of Physical Science:	2 s. h.	
Colloidal Chemistry	4	3
Descriptive Astronomy	2	2
Food Chemistry	4	3
Geology	4	3
Heat	4	3
Hydrostatics	4	3
Industrial Chemistry	4	3
Magnetism and Electricity	4	3
Mechanics	4	3
Modern Physics	4	3
Organic Chemistry	4	3
Optics	4	3
Physical Chemistry	4	3
Physics Laboratory	4	3
Physiography	3	3
Physiological Chemistry	4	3
Qualitative Analysis	4	3
Quantitative Analysis	4	3
Sound	4	3

D. CHEMISTRY

Required:	18 s. h.	
Physical Science	8	6
Inorganic Chemistry	8	6
Qualitative Analysis	4	3
Quantitative Analysis	4	3

Electives:	6 s. h.	
Organic Chemistry	4	3
Physical Chemistry	4	3
Industrial Chemistry	4	3
Physiological Chemistry	4	3
Food Chemistry	4	3
Colloidal Chemistry	4	3

E. PHYSICS

Required:	12 s. h	
Physical Science	8	6
Advanced Physics	8	6

Electives:	12 s. h.	
Mechanics	4	3
Heat	4	3
Magnetism and Electicity	4	3
Hydrostatics	4	3
Optics	4	3
Modern Physics	4	3
Pneumatics	4	3

EDUCATION

Joseph M. Uhler — *Head of Department*

Ralph H. Beard
Harold L. Camp
Tobias O. Chew
Guy Pratt Davis
James E. Eicher
Jane L. McGrath
Lillian I. McLean
Paul A. Risheberger

The Education Department through its courses furnishes the ground work for the professionalization of the content of other courses. Thus, the Education Department serves the entire school. It touches every student in every department and thereby makes the College a professional school. The Laboratory School is the workshop where the educational philosophy taught in the College is put into practice. The Laboratory School and the educational work of the College are under the same administration, thereby establishing the closest relationship possible.

The Psycho-Educational Bureau. The purposes of the Psycho-Educational Bureau are to aid the public and private schools of the service area in the diagnosis and prognosis of children of school age; to aid those schools, public and private, which desire additional assistance in following up their testing programs, to work with and through the Director of Teacher Education and the Director of the Laboratory School as concerns those cases in the latter which are in need of diagnosis in the various areas of the school's educational activities; to diagnose and inaugurate remedial measures with respect to students in the college proper who are unable to make adequate progress by way of scholastic achievement and adjustment; and to make available to selected college students the opportunity to gain an insight into and practice with the various testing materials and techniques of educational diagnosis and remedial treatment and management.

The Psycho-Educational Bureau is an integral part of the total college pattern. In general, its functions are two-fold: first, those concerned with achievement and educational testing; second, those concerned with such reaction-patterns as may be termed purely psychological. Specifically, its activities include individual and group intelligence testing; the measurement of educational achievement and progress; discernment of special abilities and disabilities; the testing of the sensory functions; the determination of levels of adjustment and the diagnosis of personality integration; diagnosis and remedial treatment of speech problems; and the counseling of college students.

Its general examination methods include an investigation of the subject's background; a physical examination; an individual intelligence examination; a personality inventory; the measurement of special abilities and disabilities; and the measurement of educational

achievement. There are therefore two fields of examinational activity involved: first, the diagnosis of the particular case; second, the prognosis involving remedial treatment and management.

The general policy of the Psycho-Educational Bureau with respect to the selection and disposition of the cases studied is as follows: cases to be accepted by the staff are to be referred to the Bureau by properly constituted school authorities; functional or psychogenic, not organic, cases are tested; the case history is to be received as a preliminary step to the testing program of each individual; if believed essential, a physical examination should be performed by the subject's family physician; cases should be accompanied by some responsible person, e. g., the school official making the request for the examination, the child's teacher, or the child's parents; and the report is to be sent to the school authorities making the request for the examination. Similarly, college students are referred by some member of the administrative staff, by one of the instructional staff, or by an adviser who makes the request in writing relative to the making of an appointment. Students are also given the opportunity to come to the Bureau for counseling on their own initiative.

Educational Measurements 2 semester hours credit

This is an introductory course in educational measurements designed to acquaint the students with the elementary statistical techniques used in measurements; with the construction and use of different types of objective tests; and with standard tests in the several fields, their uses, and the criteria for their evaluation.

General Psychology 3 semester hours credit

This course, a prerequisite to all other psychology courses, is a preview in the science of human activities with emphasis on the activities of the individual. It introduces the student to the aim and methods of psychology, some general principles, individual differences, intelligence, personality, remembering, learning, motivation, feelings and emotions, the sense organs, observation, attention, thinking and imagination, and mental conflicts.

Educational Psychology 3 semester hours credit

This course involves a study of the educational aspects of psychology. It includes the psychology of learning, the nature and measurement of intelligence, the psychology of individual differences and applications thereof to the educative process, the psychology of school subjects, and the psychology of adjustment. An eclectic viewpoint is persented.

Child Psychology 3 semester hours credit

This course purposes to study the child as a behaving and maturing organism; to acquire information as to the origins and beginnings of child behavior and the patterns whereby such behavior becomes manifest in the course of development and learning; to gain a functional knowledge of childhood behavior and activities which per se are both scientifically interesting and meaningful; to gain a mastery of those facts and principles which will aid in a better understanding of many later adult problems and dynamisms, a knowledge of which should not only render the child's educative process more significant but lead to his greater happiness and progress as well; and to apply the principles of learning to the child's educative process. Observations of children and case studies are made. Prerequisites: General Psychology, Educational Psychology.

Adolescent Psychology 2 semester hours credit

A study of research and the conclusions to be drawn therefrom in the areas of personality, emotions, social adjustment, character development, problems of morality and religion, attitudes, interests, home adjustments, school adjustments, and mental hygiene. Introductory psychology is a prerequisite for all students; educational psychology is required for secondary education students.

Curriculum Materials, Selection, and Adaptation 3 semester hours credit

The purpose of this course is to broaden the concept of subject matter and to give the beginning teacher a sense of values which can be used in the selection of educative experiences. It aims also to teach him through guidance in his planning and teaching, how to organize, motivate, and carry out these experiences in child learning. The course is given concurrently with student teaching.

Child Adjustment 3 semester hours credit

This course endeavors to study the positive aspects of assisting the child in his adjustment problems rather than the correction of major emotional maladjustments per se; to study the psychological and psychiatric principles which are essential for an understanding of the modern attitude toward the normal child who presents behavior problems or difficulties; to indicate the guiding principles for the orientation of children into positive reaction patterns of mental health and how to modify those which are likely to lead the child into emotional mental maladjustments; to arouse an appreciation and discernment on the part of the future teacher of the need of adapting the process of education to the pupil's level of adjustment and for giving special attention to those personal patterns of behavior not directly indicated by the regular school program. Prerequisites: General Psychology, Educational Psychology, and Child Psychology.

Diagnostic and Remedial Instruction in Reading
3 semester hours credit

The fundamental objectives of this course are to enable the classroom teacher adequately to diagnose reading disabilities and to apply proper corrective procedures. Contemporary diagnostic tests and instrumentative techniques are demonstrated through actual disability cases presented. This is an elective course intended primarily for those students preparing for teaching service in kindergarten and grades 1-2-3.

Evolution of the American Public School 2 semester hours credit

This course presents a study of the European influences on early American education; a development of the various types of schools and their modifications as influenced by educational movements at home and abroad; and the leaders connected with these movements. Special attention will be given to the development of the Pennsylvania system and its present organizations.

Guidance 2 semester hours credit

The purpose of the course is to present methods in personal, educational, vocational, social, civic, and recreational guidance for pupils in the secondary school. Emphasis is placed upon personal guidance in study; in personality improvement; in home, school, and occupational adjustment; in securing a position; and in following up until success is assured.

Kindergarten-Primary Theory 2 semester hours credit

This course includes a study of the Kindergarten-Primary child—his characteristics, needs, and learnings; a survey of the development of theories underlying Kindergarten-Primary education and a consideration of its modern trends. Opportunity will be given to study the activities of the modern school through readings, discussion, and direct observation.

Philosophy of Education 2 semester hours credit

In this course an effort will be made to develop attitudes toward educational and social problems. Modern theories of education will be considered as to their historical development; their foundation in science and philosophy; their basis in social, economic, political, and educational conditions; and their implications for school practice with special reference to curriculum, method, administration, and supervision.

Place and Purpose of Education in the Social Order
2 semester hours credit

The purpose of this course is to acquaint the student with the major functions of education in contemporary society. The course is

distinctly an orientation and guidance course. It includes a survey of the organization, underlying purposes, and the content of American education with some reference to education in a non-democratic society. The laboratory school's facilities are used to give concreteness to reading and discussion.

Practicum in Psychological Clinic Variable Credit

It is the purpose of this course to offer preparation in clinical practice and techniques to those individuals who desire the basic preparation in the special fields of testing. In general, the work involved will include case studies; giving, scoring, and interpreting mental tests; personality interviews; and the use of clinical instruments. Specifically, the areas offered are: mental tests, personality inventories, aptitude tests, diagnostic achievement tests, and vocational-interest inventories.

This course is open to those who have the proper requisites for specializing in this field, but pemission to take the course must be secured from the Director of the Clinic and the Dean of Instruction. Credit will be awarded on the basis of one semester hour for each 50 clock hours spent in the actual work of the clinic; maximum credit, six semester hours.

Pre-School Child 2 semester hours credit

This course gives an intensive study of the first five years of the child's life including physical and mental development, with special emphasis on habit formation, personality, and character. The importance of this early period will be further emphasized by a study of the various agencies working for better conditions for growth. The Nursery School, its historical development, aims, and activities will be included.

Problems of Secondary Education 2 semester hours credit

This course involves a consideration of the practical problems of development, organization, and management as they affect the secondary-school teacher at work. Prospective high-school teachers should be familiar with the problems in education which are peculiar to children at the secondary level. The course will consider in detail such problems as disciplinary situations, student participation in school control, the changing curriculum, extra-class activities, marks and marking, etc.

School Law 1 semester hour credit

The purpose of this course is to familiarize the prospective teacher with the legal phases of the Pennsylvania school system. The laws concerning health, attendance, contracts, certification, districts, directors, financial support, etc., will be considered.

Special Education 3 semester hours credit

The purpose of this course is to gain a functional understanding of the various types of psychological and sensory deviates, theoretical and practical, both as concerns the genesis of their adjustment processes and patterns of behavior; their treatment and management; and the guiding principles and laws for their instruction and rehabilitation. The general content involves a study of the principles underlying the treatment, management and instruction of the several types of children as concerns special education and the review of case studies as illustrative procedures. Prerequisites: General Psychology, Educational Psychology, Child Psychology.

Student Teaching 12 semester hours credit

Each student is required to teach full time for one semester. The teaching is done in the Laboratory and Demonstration School, and in the co-operating public schools under college supervision. A gradual induction into the process of teaching is given by supervising teachers. The student is expected, as a result of the course, to be able to take complete charge of a teaching position and to adjust to the school system in which he may teach after graduation. See page 25 for eligibility requirements.

Teaching of Reading 3 semester hours credit

This course includes a study of the historical background; the application of the psychology of learning; research; selected systems of reading; measurement; and specific objectives and methods at each specific level. Many observations are made in the Laboratory School. The course is a prerequisite to student teaching and should follow three hours, preferably six, of psychology.

Visual Education 2 semester hours credit

This is a core course required of all students before a permanent certificate will be granted by the Commonwealth of Pennsylvania. Its purpose is to prepare teachers to know how and when to use visual and other sensory aids. Techniques for the use of the various visual-sensory aids will be stressed.

ENGLISH

Carrie Belle Parks Norton — *Acting Head of Department*

Helen F. Egleston
Carleton C. Jones
Ruth Knowles
Louise Anderson Macdonald
Reba Niles Perkins
Edna Lee Sprowls
Florence Wallace

Through its core courses required of all students, the English Department offers service to the whole college. Individual students who are especially weak in English mechanics are afforded the additional opportunity of remedial work in the English Laboratory. By regular attendance at the Laboratory a student may maintain and improve his language skills; or by occasional attendance he may secure help in a temporary difficulty.

Because of the need of good English usage on the part of teachers of all subjects, candidates for student teaching are required to reach a satisfactory standard in both oral and written expression. (See page 25.) At the end of the sophomore year, therefore, a general English examination is given to all students to determine their competency in these matters.

Students who wish to be certified as English majors are required to obtain twenty-four semester hours credit in this field. To be certified as a minor in English a student must have eighteen semester hours credit. However, these are in a sense minimum requirements. Anyone who is seriously interested in teaching English in the secondary school should have a much wider background than the minimum requirement alone generally makes possible. Furthermore, most universities require at least thirty hours of undergraduate work in English as prerequisite to graduate study for the Master's degree.

Broadcasting Activities. For the past three years the College has maintained a regular schedule of educational broadcasts over Radio Station WHJB, Greensburg. The braodcasts are sponsored by the Student Co-operative Association and directed by a Radio Committee of the faculty. The regular broadcasts are presented every two weeks directly from the College Auditorium and are designed specifically as an educational service to the public schools of Western Pennsylvania. In so far as practicable, broadcasting activities are conducted strictly as a student enterprise, the students themselves arranging and presenting most of the program. A credit course, *Radio in Education,* offered by the English Department, gives students training in the best techniques of radio presentations and supplies much of the talent for the programs. Thus, through curricular and extra-curricular work in radio broadcasting, the English Department has sought to give a degree of practical motivation to its Speech program. (See also Music Education, page 123).

REQUIRED COURSES

Speech 3 semester hours credit

This course is designed to give students training in the fundamentals of oral expression. The work of the course is presented according to the following series of units: voice, diction, phonetics, posture, original speech-making, interpretative reading, play production, and parliamentary practice. The play-production unit involves extra-curricular projects also.

English I 3 semester hours credit

This course is primarily an introductory course in composition, although attention is also given to the student's reading habits, interests, and skills. The work of the course is built mainly around the following five types of activities: seeing clearly persons, objects, and ideas; learning words and using them sensitively; diagnosing oneself for individual errors and learning how to correct them; writing original compositions; and developing good reading habits.

English II 3 semester hours credit

This course is a continuation of English I. Here, however, in addition to the kinds of activities pursued in the preceding course, considerable attention is given to the writing of long papers. Such problems as the following are given especial consideration: collecting authoritative material; arriving at defensible generalizations; treating evidence without bias; arranging and presenting pertinent data in an orderly manner. Prerequisite: English I.

Literature I 3 semester hours credit

This course is designed to help students read more widely and more enjoyably; to understand and evaluate what they read; to discover the ethical and social implications of literary products; and to develop more discriminating tastes. Although the principal content of the course is selected largely from contemporary British writing, students are encouraged to read independently, to discover literary preferences, and to establish satisfactory habits of leisure reading for the future.

Literature II 3 semester hours credit

This course is designed to help students read more intelligently in the field of American literature. The materials of the course are selected from the whole range of our national literature, but especial emphasis is placed on contemporary literature as it tends to reflect and interpret contemporary American life. An attempt is made to give students as wide a reading experience as possible and to stimulate in them the desire for continued acquaintance with American literature. Prerequisite: Literature I.

COURSES RECOMMENDED FOR CERTIFICATION

In addition to the core courses listed above, students desiring certification in English ought also to elect the two courses described below —Advanced Composition and English Philology. The English Department will not recommend for certification any student who does not have credit for these two courses. Permission to register for these courses must be obtained from the head of the department and will be granted only to students who have already made a satisfactory record in the core courses. Students who have received grades below C in English should not attempt to pursue advanced courses in this department.

Advanced Composition 3 semester hours credit

This course is an advanced course in writing and is not in any sense remedial in nature. It includes, in addition to much free writing, a careful consideration of the following problems: writing as an art, self-criticism as a basis for self-improvement in writing, techniques of report writing, and requirements of professional letters. Prerequisites: English I and II, Literature I and II, and permission of the head of the department.

English Philology 3 semester hours credit

This course is designed to give students an understanding of the technical aspects of modern English grammar and usage. It includes the following topics important to prospective teachers of English: history of the English language, derivations, dictionary study, vocabulary building, techniques of linguistic research, factors determining acceptable usage, relation of phonetics to pronunciation, relation of phonetics and syllabification to spelling, factual grammar as an organized body of knowledge, and teaching methods appropriate to the presentation of grammar from its instrumental or functional aspects. Prerequisites: English I and II, Literature I and II, and permission of the head of the department.

ELECTIVE COURSES

Journalism 2 semester hours credit

This course is divided equally between fact-gathering and actual apprenticeship in all processes of producing a school paper. The factual content of the course, beside the immediate knowledge needed for participation in publication, includes a consideration of journalistic styles, newspaper standards, safeguards for the freedom of the press, types of newspaper humor, methods of judging biased news, newspaper ethics, and practical problems of financing school papers. No prerequisites; not open to freshmen.

Contemporary Poetry 2 semester hours credit

This course is planned to acquaint students with the best work of such contemporary British and American poets as Hardy, Houseman,

Yeats, Noyes, "AE," De La Mare, Masefield, T. S. Eliot, Robinson, Frost, Sandburg, Lindsay, Teasdale, Millay, Jeffers, and MacLeish; and of the older poets, Walt Whitman and Emily Dickinson, since they also reflect the modern spirit. The subject of how poetry should and should not be read and studied, considered in relation to what is liked and disliked by children, is also fully discussed and demonstrated. Only such historical, biographical, and technical matters are dealt with as contribute definitely to an appreciation of the poets read. Prerequisites: English I and II, Literature I and II.

Novel 3 semester hours credit

This course includes the rapid reading of many novels and the detailed reading of a few to discover changes, tendencies, contributions, and developments. The main purposes of the course are three: to develop discrimination, to formulate bases for criticism, to interpret present-day literature in terms of its historical antecedents. Prerequisites: English I and II, Literature I and II.

Short Story 3 semester hours credit

This course presents a study of the short story as a distinctly modern form of expression. The materials of the course are drawn largely from the work of contemporary writers. Particular attention is given to the nature of the subject matter, the techniques, and the ideas employed. Sufficient attention is also devoted to the history of the short story to enable the student to understand its latest developments. Prerequisites: English I and II, Literature I and II.

Pre-Shakespearean Literature 2 semester hours credit

This course is concerned with a study of the more important English literature from *Beowulf* to Shakespeare, with especial emphasis on the works of Chaucer and Spenser. Because of the archaic quality of the literary diction and subject matter of this period, about one-half of the work of the course is devoted to an intensive study of the development of the English language from its Anglo-Saxon beginnings to the close of the sixteenth century. Prerequisites: English I and II, Literature I and II.

Shakespeare 3 semester hours credit

This course includes a careful analysis of a few selected comedies, tragedies, and chronicle plays; a reading and discussion of many others; and a brief historical survey of the Elizabethan age sufficient to povide background for an understanding of Shakespeare's work generally. Prerequisites: English I and II, Literature I and II.

The Romantic Period in English Literature 3 semester hours credit

This course is primarily a study of the works of Wordsworth, Coleridge, Byron, Shelley, Keats, Scott, and Lamb. The specific materials of the course are selected in terms of what would seem to be of most value to the general reader in understanding the social, philosophical, religious, artistic, and intellectual problems of the period. Prerequisites: English I and II, Literature I and II.

Victorian Poetry and Prose 3 semester hours credit

This is a course of intensive reading in the literature of the Victorian period, with enough study of its complex background to interpret the work of such writers as Carlyle, Ruskin, Huxley, Newman, Arnold, Tennyson, and Browning. Emphasis is placed, not so much on the literary art of these writers, as on the philosophical implications which their work holds for the present age. Prerequisite: English I and II, Literature I and II.

Modern Drama 2 semester hours credit

This course includes a wide reading of important modern dramas, together with a brief survey of the historical development of dramatic literature from its earliest beginnings to the present time. Throughout the course attention is directed to typical materials which are especially appropriate to reading and producing in junior and senior high schools. Story materials for dramatizing and methods of producing plays in schools, classrooms, and community theatres are also presented and evaluated. Prerequisites: English I and II, Literature I and II.

The Essay 3 semester hours credit

This course is concerned with a study of noteworthy essays of the past and present. The content of the course is selected principally from British and American writings, but important foreign writings are also included whenever they can be obtained in acceptable translations. The course also affords students an opportunity to enrich their own creative experiences by the occasional writing of familiar essays. Prerequisites: English I and II, Literature I and II.

World Literature 3 semester hours credit

This course requires the extensive reading of foreign literature in translation, chiefly from European and Oriental countries, with especial emphasis on the work of modern writers. Such early classics as are needed to form a background for the understanding and appreciation of the literatures of other countries are also read and discussed. There is a loose grouping of the course materials by nationalities so as to make possible a study of common problems. temperaments, and literary characteristics. Prerequisites: English I and II, Literature I and II.

The Eighteenth Century in English Literature 3 semester hours credit

This course covers such representative works as best reflect the prevailing characteristics of literary thought and form in the eighteenth century. Writers such as Addison, Steele, Dryden, Pope, and Johnson are studied as expressing the outstanding social, political, and artistic movements of the period. Prerequisites: English I and II, Literature I and II.

Radio in Education 2 semester hours credit

This course is designed to give students a better understanding and appreciation of the possibilities of radio in education. Emphasis is given to the development of effective radio techniques both in the matter of classroom listening and in the matter of studio production. Radio performing, announcing, and script writing are integral parts of the course, with practical workshop experience provided through regular broadcasts over Station WHJB, Greensburg, directly from the campus studio. No prerequisites.

Photoplay Appreciation 1 semester hour credit

This course treats the motion picture as a contemporary art form with especial significance for the English area. The various aspects of screen production—story selection, plot development, directing, acting, settings, photography, sound, etc.—are all thoroughly discussed for the purpose of developing standards, improving taste, and stimulating the critical powers of the student. Since a unit in motion-picture appreciation is included in the state course for high schools, this course also prepares the teacher to handle similar work with high school students. No prerequisites.

The Teaching of English 3 semester hours credit

This course covers the teaching of composition in the elementary grades. Constant contact with the Laboratory School gives abundant observation of principles in action, with opportunity for participation under expert guidance. The materials of the course include: the results of recent research in language and creative activities; the study of outstanding elementary curricula; and the application of teaching principles to units of work prepared by the student himself. Prerequisites: English I and II, Literature I and II.

Recent Trends in the Teaching of English 3 semester hours credit

This course is designed to give a survey of contemporary methods of teaching composition in secondary schools. It is given a continuously practical emphasis by means of its close relationship to the work of the Laboratory School, which provides for constant observation and participation in a real classroom situation. The materials of the course include a study of research in usage and minimum essentials, sources of composition materials, methods of teaching creative writing, and suggestions for handling socially useful activities in speech and communication. Prerequisites: English I and II, Literature I and II.

Recent Trends in the Teaching of Literature 3 semester hours credit

This course is designed to give a survey of contemporary methods of teaching literature in secondary schools. Like the preceding course, it is closely related to the work of the Laboratory School through constant observation and participation. Materials of the course include a

study of the scientific basis for extensive reading, remedial reading for junior and senior high schools, and the selection and presentation of literature suitable for different types of students. Prerequisites: English I and II, Literature I and II.

Children's Literature and Story-Telling 3 semester hours credit

This course is planned to give students in the elementary curriculum a wide familiarity with the prose and poetry most suitable for children in the first six grades. The content of the course includes myths, fables, legends, traditional stories, fairy tales, epic materials, animal and other nature stories, longer fiction, simple biography, picture books on all grade levels, important illustrators, and standards for selecting children's supplementary reading and for choosing illustrated books. Prerequisites: English I and II, Literature I and II.

GEOGRAPHY

Lawrence C. Davis — *Head of Department*

Paul H. Boyts Norah E. Zink

REQUIRED COURSES

Principles of Geography 3 semester hours credit

This is an introductory course in which is developed an understanding of geography as the science of interrelationships between man and his natural environment through a study of world patterns of human occupance and related patterns of soil, climate, vegetation, topography, and mineral resources. Lectures plus assigned readings and laboratory work.

Economic Geography 3 semester hours credit

This course develops an understanding of world patterns of producing and consuming regions, world-trade movements, population distributions, national aggregations, and the related natural factors, thus furnishing a background for the study of regional geography and for teaching geography. Lectures, group laboratory work, independent work under guidance. Prerequisite: Principles of Geography.

ELECTIVE COURSES — ELEMENTARY

Geography of the Western Hemisphere 3 semester hours credit

This course, an introduction to regional geography, is a study and interpretation of the major geographic regions of the United States, Canada, and Latin America from the viewpoint of interrelationships between human activities and the conditions of natural environment. It is especially planned for elementary students. Group and individual investigation of content and method. Prerequisites: Principles of Geography, Economic Geography, except by arrangement.

Geography of the Eastern Hemisphere 3 semester hours credit

In this course a study and analysis is made of the major geographic adjustments in political, economic, and geographic regions of the Eastern Hemisphere. The course is especially planned for elementary students. Group and individual investigation of content and method. Prerequisites: Principles of Geography, Economic Geography, except by arrangement.

COURSES RECOMMENDED FOR MAJORS ELECTIVE FOR OTHERS

Geography of the United States and Canada 3 semester hours credit

This course provides an intensive study of (1) the geographic regions of these two countries, (2) the political units, (3) the interrelationships between these sections and other parts of the world. Class discussion, individual and group laboratory projects, Laboratory School experiences. Prerequisites: Principles of Geography, Economic Geography, except by arrangement.

Geography of Latin America 3 semester hours credit

This is a study of regional adjustments to natural environmental factors in Mexico, Middle, and South America, with special emphasis on Pan-American relations and understandings. Class discussion, individual, group laboratory projects, and Laboratory School experiences. Prerequisites: Principles of Geography, Economic Geography, except by arrangement.

Geography of Europe 3 semester hours credit

In this course an intensive analysis and investigation of the natural, political, and economic regions of Europe goes forward concurrently with an investigation of the position of Europe in world affairs. Individual and group projects, laboratory and Laboratory School experiences. Prerequisites: Principles of Geography, Economic Geography, except by arrangement.

Geography of the Pacific Realm 3 semester hours credit

This course is an intensive investigation of the natural factors functioning in the geographic, economic, and political regions of Asia, Australia, and the Islands of the Pacific in the light of their function in the evolution of national and economic problems. Individual, group projects, and Laboratory School experiences. Prerequisites: Principles of Geography, Economic Geography, except by arrangement.

ELECTIVES IN GEOGRAPHY

Climatology and Meteorology 3 semester hours credit

This course is a systematic study of climatic phenomena and of world climatic regions. It includes a study of the United States Weather Bureau and its work. Elementary weather forecasting is done by the group. A co-operative weather station is operated by the class. Laboratory and field experiences in securing, organizing, and interpreting climatological materials. Prerequisites: Principles of Geography, Economic Geography.

Physiography 3 semester hours credit

This is an intensive study of the major physical features of the earth and their relation to human life. Field and laboratory experiences in the observation and interpretation of physiographic materials. Prerequisites: Principles of Geography, Economic Geography.

Conservation of Natural Resources 3 semester hours credit

This is an intensive study of the extent, variety, and utilization of our natural resources, and of methods of conservation. Guided individual and group experiences in collecting, organizing and teaching conservation material. Field trips to nearby districts. Prerequisites: Principles of Geography, Economic Geography.

Commercial and Industrial Geography 3 semester hours credit

This course has for its major aim the development of geographic concepts of the bases of modern industry and commerce. Laboratory School and college classroom experiences in the preparation and teaching of Commercial and Industrial Geography. Prerequisites: Principles of Geography, Economic Geography.

Trade and Transportation 3 semester hours credit

This is an intensive survey of the geographic bases for types, amounts, directions, and interrelations of the world's trade and transportation. Guided individual and group investigations of the geographic bases of transportation. Prerequisites: Principles of Geography, Economic Geography.

Geography of Pennsylvania 3 semester hours credit

This course is a study of the major work activities of Pennsylvania from the standpoint of geographic planning. It considers, also, the relation of Pennsylvania to the United States and the rest of the world, and the work and population patterns of the state in relation to present and future resources. Laboratory School and college classroom experiences in preparation and teaching the Geography of Pennsylvania. Prerequisites: Principles of Geography, Economic Geography.

Techniques and Materials in Modern Geography

3 semester hours credit

This course is an intensive study of modern techniques, geographic materials, and current curricula in geography. It includes guided observation and participation in the geographic work of the Laboratory School. Prerequisites: Principles of Geography, Economic Geography.

Course in Field Geography 3 semester hours credit

In this course an intensive field study of a small area near Indiana is made. It gives the foundation for subsequent independent investigations and for teaching field geography in high schools. Individual field work followed by group activity in the collection, organization and presentation of geographic results. Prerequisites: Principles of Geography, Economic Geography.

Reconnaissance Field Studies in Geography
3 semester hours credit

These courses provide for actual field investigation of selected geographic regions. Opportunities are provided for travel study based on the use of accepted techniques for field investigation. Group field study using accepted techniques, followed by individual written reports. Prerequisites: Principles of Geography, Economic Geography.

HEALTH AND PHYSICAL EDUCATION

George P. Miller — *Head of Department*

Mazel Bowles
Lena Ellenberger
Frieda Fleck
Malinda Hamblen
Robert Timmons

The Physical Education Department conducts classes in health education and the teaching of health and organizes the physical education activities, intramural sports, and varsity athletics. A very comprehensive range of activities is provided in this department to meet the individual needs of the students. We believe that human joy and happiness are synonymous with health and physical education. Learning to take care of our bodies and to participate in games with others are our major objectives.

HEALTH EDUCATION

The new curriculum uses the term Health Education to include both the activity courses and the personal and community hygiene courses prescribed for freshmen. The introductory courses present the basic knowledge essential to healthful living and also develop familiarity with the fundamentals of rhythmic activities and the fundamental skills needed for successful participation in individual and team sports. All students take one year of these prescribed activities, adapted to their needs and capacities.

Health Education I (Physical Education and Personal Hygiene)
2 semester hours credit

The purpose of the course is to incorporate the theory of health with the practice of it. This course includes: (1) follow-up work after the entrance medical examination in the fall, (2) the study of individual health habits and attitudes, and (3) problems of personal and community health.

Health Education II (Physical Education and Personal Hygiene)
2 semester hours credit

This course logically follows Health Education I. Follow-up work in hygiene is continued, i. e., any physical defects that were not overcome in the first semester receive attention. The major emphasis, however, is placed on home, school, and community aspects of health.

Teaching of Health 2 semester hours credit

This course acquaints the student with the essential facts that children of the elementary and secondary schools need in order to develop the habits, attitudes, and knowledge necessary for healthful living. Instruction is given in the proper examination of the eyes and ears of school children. Demonstrations of the use of the audiometer and other equipment employed for these purposes are given in the psychological clinic.

Tuberculin Test. For the last four years the tuberculin test has been given to entering freshmen and made available for such upper classmen as were interested in taking advantage of this scientific method of early diagnosis of a preventable disease. This test is now a regular requirement for the entering freshman class and available to all other students who care to take it. The State Department of Health conducts these tests at no cost to students.

PHYSICAL EDUCATION ACTIVITIES

As a requirement for graduation all students must participate in physical activities each semester, except when taking a prescribed physical education course or when doing student teaching.

To satisfy this state requirement an elective program of physical activities has been inaugurated as follows: individual sports, rhythmic activities, club activities, men's intramural program, Women's Athletic Association intramural program, and varsity program.

Individual Sports. These activities include swimming, golf, archery, tennis, badminton, bicycling, winter sports, and other minor games for women and men, and in addition to the above, boxing and wrestling.

Clubs. Any of the above sports may be organized and participated in by groups or clubs.

Rhythmic Activities. These courses give opportunity to select a dancing activity in which the student has a keen interest or specific ability. Social, Clog, Tap, and Folk Dancing are offered for both men and women. Backgrounds of the Modern Dance and Modern Dance Forms are offered to women only.

Men's Intramural Sports. A well-organized and varied program of sports and athletics is incorporated in the intramural program for men. This group offers all men students a chance to learn the fundamentals of major sports, and, through participation, makes available to large numbers of students, the physical, mental, and social benefits that come from organized team play. The program has been expanded to meet the needs of the new curricula in the college, so that fall, winter, and spring sports are now available. The program includes the following sports: archery, badminton, basketball, boxing, cross country, football (six-man, and touch), handball, horseshoes, outdoor winter sports (skiing, tobogganning, and skating), ping pong, rifle, soccer, softball, speedball, swimming, tennis, track, volleyball, and wrestling. Intramural Sports Days were introduced several years ago. This not only broadens the scope of the program but also affords the educational opportunity of seeing another college in action.

Women's Intramural Sports. The women's athletic activities provide opportunity for college women to learn a variety of sport skills. Each activity, including instruction, practice, and competition extends approximately over a nine-week period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at another college provides desirable social and educational experiences.

Varsity Athletics. Clean, wholesome athletic rivalry has a very vital place in the training of teachers. It provides opportunity for the man of exceptional ability to utilize his skill. He represents the college in intercollegiate competition. Through the contacts, adjustments, and sacrifices necessary during his training period and in the games, his educational vision is broadened. Varsity athletics also provide a rallying point around which students, faculty, alumni, and friends express their loyalty and support for their Alma Mater. Varsity teams in football, basketball, baseball, and tennis are at present organized. The program for last year also included track, wrestling, and boxing. This year rifle will be added.

MATHEMATICS

Joy Mahachek — *Head of Department*

Earl Elwood Prugh Leroy H. Schnell

A student majoring in mathematics must have a minimum of 24 semester hours in mathematics—18 hours as listed under recommended courses and 6 hours chosen from the electives. A student minoring in mathematics must have as a minimum the 18 hours of required work. It is important for the student to take the courses in the sequence listed below, beginning with College Algebra in the second semester of the freshman year.

COURSES RECOMMENDED FOR MAJORS AND MINORS

College Algebra I 3 semester hours credit

This is the first course in pure mathematics and includes the study of fundamental operations, factoring and fractions, exponents, functions and their graphs, linear, quadratic and systems of equations, proportion and variation, progressions, mathematical induction, logarithms, simple determinants, permutations and combinations.

Trigonometry 3 semester hours credit

This course provides a background for advanced work in mathematics and for teaching secondary mathematics as well as the mathematical equipment necessary in the sciences. It includes a study of indirect measurement through the solution of triangles and of trigonometric analysis through the relationships between trigonometric functions. Prerequisite: College Algebra I.

Analytical Geometry 3 semester hours credit

This course analyzes geometry by applying algebraic techniques. The major topics considered are Cartesian coordinates; curve and equation; properties of the straight line, circle, parabola, ellipse, and hyperbola; tangents; polar coordinates; transformations; and loci. Prerequisites: College Algebra I and Trigonometry except by special arrangement.

Differential Calculus 3 semester hours credit

This course includes the functions, limits, rules of differentiation, general theorems of differentiation, maxima and minima, successive differentiation, applications of the derivatives to physical problems and partial differentiation. Prerequisites: College Algebra, Trigonometry and Analytical Geometry.

Integral Calculus 3 semester hours credit

Integral Calculus includes the study of rules for integrating standard forms, the definite integral, integration, formulas, methods of integration, integration as the limit of a sum, multiple integration and applications to physical problems. Prerequisite: Differential Calculus.

Statistics 3 semester hours credit

The course covers the use of graphs, frequency distributions, averages, measures of central tendency and dispersion, sampling, correlation, curve-fitting, the point binominal and the normal curve. Emphasis is placed on development of formulas as well as on skill in using them. Prerequisite: Differential Calculus.

ELECTIVE COURSES

History of Mathematics 3 semester hours credit

The purposes of this course are: to develop a knowledge of the growth of mathematics through the centuries and of the men who contributed to it; to provide an enriched background for students preparing to teach mathematics; and to serve as an integrating course for units of mathematics previously taught. Prerequisite: Analytical Geometry.

College Algebra II 3 semester hours credit

This is a second course in Algebra designed to develop a knowledge of the algebraic theory and skill in the processes. It includes a study of theory of equations, determinants, partial fractions, infinite series, complex numbers, cubic and biquartic equations, and mathematics of investment. Prerequisite: Analytical Geometry.

Applied Mathematics 3 semester hours credit

This course includes the solution of problems selected from many fields of study. The main purpose of the course is to give the student a broad understanding of the power of mathematics in order that his teaching of secondary mathematics shall be effective.

Synthetic Geometry

This course co-ordinates and extends the skills in geometry, presents some of the world's problems in geometry, and develops ability to make constructions of a higher order than that done in other fields of mathematics. The method of proof is extended to cover all those usually employed in mathematics.

Teaching of Junior-Senior High School Mathematics
3 semester hours credit

The major objective is to prepare teachers for the modern high-school curriculum. Units include content of curriculum, philosophy, current literature, methods of instruction, use of field instruments, unit and lesson planning, testing, grading, observation, and participation.

COURSES FOR ELEMENTARY CURRICULUM

Curriculum in Arithmetic 2 semester hours credit

This is the first course in arithmetic for all students in the elementary curriculum. It is a study of the content of arithmetic in the elementary schools, the psychology of arithmetic, and the underlying principles and techniques in the teaching of arithmetic in the primary grades. Special attention is given to worthwhile researches, courses of study, textbooks, useful materials, testing, and the social values of arithmetic.

Teaching of Arithmetic 3 semester hours credit

This course is designed for those students who expect to teach in grades four to eight. It is a study of grade placement of arithmetic topics, modern methods of teaching arithmetic, principles to be applied in meeting the needs of individual pupils, testing programs, textbooks and other materials, social and business uses of arithmetic, and expert teaching as observed in the Laboratory School. Prerequisite: Curriculum in Arithmetic.

SCIENCE

Thomas Smyth — *Head of Department*
Ruth V. Brenneman — Merrill B. Iams
Beatty Dimit — Dwight E. Sollberger
Wilber Emmert — Fred W. Tracy

The State requires a minimum of 24 semester hours for a major (or minor) in Science. The core requirement of a year in the biological-science survey course (6 hours) followed by a year in the physical-science survey course (6 hours) may be waived in favor of the general course in botany or zoology and in physics or chemistry, respectively, provided the student is majoring in science and has obtained the approval of the department head.

A major in science should be selected in the field of the biological sciences or the physical sciences. The major in biology requires a year each of general zoology (6 hours) and of general botany (6 hours) plus electives in biology to give a minimum total of 24 hours and gives certification to teach general science and biology. The major in the physical sciences requires a year of general inorganic chemistry (8 hours) and a year of general physics (8 hours) plus electives from the physical science field to give a minimum total of 24 hours and gives certification to teach general science, chemistry, and physics. A biology major may meet minimum requirements to teach chemistry and physics by taking the general chemistry (8 hours) and general physics (8 hours). A physical science major may meet minimum requirements to teach biology by taking general zoology (6 hours) and general botany (6 hours).

It is urged that all students *whose primary interest is science* attempt to achieve the following: first, that they have either a biological or a physical-science major; second, that they meet the minimum requirements to teach in some field other than science; third, that they get the basic general courses in the field of science other than the major in order to be certified for all high-school science. Anything beyond this could advantageously be applied in the field of greatest interest to prepare better for teaching and for graduate work.

BIOLOGICAL SCIENCE

Biological Science I and II — 6 semester hours credit

This is a course in the principles of biology. The physical basis of life, metabolism of plants and animals, and the classification of plants and animals are included in the work of the first semester. In the second semester certain special fields of biology particularly useful to the teacher are considered. These include the sense organs, nervous system, muscles, endocrine glands, heredity, eugenics and evolution. Field trips emphasizing identification of biological forms are required, 2 hours lecture; 2 hours laboratory per week.

Biological Science SD 3 semester hours credit

This is a one semester course for students from special departments who are required to take a shorter course than the regular session course. It is a condensation of the full-year course. 2 hours lecture; 2 hours laboratory. First and second semesters.

Bacteriology 3 semester hours credit

This course is primarily for home economics and biology students. A general one-semester course dealing with bacteria in the various relations to man. Prerequisite: Biological Science or equivalent. 2 hours lecture; 3 hours laboratory. First and second semester.

General Botany I and II 8 semester hours credit

This course is designed to give students majoring in biology a thorough groundwork in the fundamentals of botany. During the first half of the first semester an introductory study is made of the taxonomy of ferns, fern allies, trees, and fall flowers. The remainder of the semester is devoted to a study of structure and physiology of the seed plants. During the second semester a careful study is made of the structure and life histories of representatives of the Thallophytes, Bryophytes, and Pteridophytes. The local spring flora is studied during the latter part of the second semester. 2 hours lecture; 3 hours laboratory.

Field Botany 3 semester hours credit

This is an advanced course in the taxonomy of the vascular plants of the region. It includes the ferns, fern allies, shrubs, trees, and herbaceous plants of the region. The use of the standard manuals for the identification of plant materials is stressed. 2 hours lecture; 3 hours laboratory. Offered in summer only.

General Zoology I and II 6 semester hours credit

Zoology I deals with the invertebrates. The course is introduced through indoor and outdoor studies of the Arthropods. Subsequently the remaining invertebrate groups, starting with the Protozoa, are considered in hylogenetic sequence. First semester.

Zoology II concentrates on the Phylum Chordata. Scant attention is given to taxonomy (see special course), emphasis being placed on the biology of the classes. Economic relations are touched upon. The first part of the semester the laboratory studies center on the external characteristics of the vertebrates, while most of the last half is devoted to a detailed study of the frog as a generalized vertebrate. Second semester. 2 hours lecture; 3 hours laboratory.

General Ornithology 3 semester hours credit

This course presents an introduction to bird study. The course includes discussions based on the biology of birds, laboratory work with study concerned with the skins, and field observations. It ac-

quaints one with the common birds of western Pennsylvania. There will be early morning field trips in late spring. Field glasses are desirable. Second semester and summer. 2 hours lecture; 3 hours laboratory.

General Entomology 3 semester hours credit

This is an introduction to the orders of insects, considering their characteristics, habits, economic relations, together with the collecting and identifying of representative forms from western Pennsylvania. Summer only. 2 hours lecture; 3 hours laboratory.

Ecology 3 semester hours credit

This is a study of the interrelations and adaptations of plants and animals and includes consideration of physical as well as biotic environmental factors. Field trips are taken to study various types of ecologic situations. 2 hours lecture; 3 hours laboratory.

Conservation of Plant and Animal Resources
3 semester hours credit

In this course attention is directed to a rich native fauna and flora, to the grave dangers threatening many species, to a consideration of the various practices that may help preserve valuable species from extermination. Prerequisite: Biological Science or equivalent. First semester. 2 hours lecture; 3 hours laboratory.

Systematic Vertebrate Zoology 3 semester hours credit

This course deals with the vertebrates which are likely to be encountered in Pennsylvania. Birds are not included. (See Ornithology.) Considerable practice is given in the identification of fish, amphibia, reptiles, and mammals. The study of the life-histories of the various forms is emphasized. Field trips are required. No prerequisites. 3 two-hour laboratory periods.

Vertebrate Anatomy 3 semester hours credit

This course is devoted to a study of the structure of the fish, amphibian, and mammal. Emphasis is placed on the mammal study. The shark and cat are dissected individually and the amphibian is done by demonstration. This course may precede or follow Vertebrate Zoology I. Prerequisite: Zoology II. 3 two-hour laboratory periods.

Field Zoology 3 semester hours credit

This is a course for the student who has had little or no Zoology and who desires to become acquainted with the various divisions of the animal kingdom as represented in the Western Pennsylvania region. The use of standard manuals for the identification of animals is stressed. It is offered in summer only. 3 two-hour laboratory periods.

Curriculum in Elementary Science 3 semester hours credit

This course in the new curriculum replaces the old nature study course and is required of elementary seniors. Based on the year of

biological science and the year of physical science it takes up something of the planning and presentation of material suitable to the elementary field; requires participation in activities such as nature games, bird hikes, making of bird boxes, leaf prints and casts, nature trails, keeping of pets, and plant propagation with individual bench space in greenhouse. Attention is directed to the literature of the elementary nature or science field and to the set-up of elementary science curricula. 2 hours lecture; 3 hours laboratory.

PHYSICAL SCIENCES

Inorganic Chemistry I and II 8 semester hours credit

Chemistry I includes the study of non-metals, gas laws, valence, gram-molecular volume, ionization, solutions, oxidation and reduction. Chemistry II includes atomic structure and periodic classification of elements, the metals, and simple qualitative tests for cations and anions. 3 hours lecture; 3 hours laboratory per week.

Inorganic Chemistry I-H 4 semester hours credit

This course is planned for home economics students. It includes an introductory study of the non-metals, gas laws, atomic structure, valence, ionization, solutions, oxidation and reduction, and the periodic classification of the elements. 2 hours lecture and 6 hours of laboratory per week.

Qualitative Analysis 3 semester hours credit

This is a study of the theoretical principles and practices underlying analytical chemistry. These principles are exemplified in practice by developing the preliminary and systematic procedures for the qualitative detection and identification of the common cations and anions. Mastery is inculcated by solving typical problems and identifying unknowns of increasing complexity. 1 hour lecture; 6 hours laboratory per week. First semester, odd years. Prerequisite: Inorganic Chemistry.

Quantitative Analysis 3 semester hours credit

This course gives introductory training in the theory and practice of gravimetric, volumetric, colorimetric, and electrolytic separations and calculations on a quantitative basis. Students will visit commercial and control laboratories employing quantitative techniques. 1 hour lecture; 6 hours laboratory per week. Second semester, odd years. Prerequisite: Qualitative Analysis.

Organic Chemistry 3 semester hours credit

This is a study of the properties and class reactions of various aliphatic compounds followed by a brief introduction to the aromatic series. Micro-techniques are employed in addition to the usual preparations and reactions. 2 hours lecture; 3 hours laboratory per week. First semester, even years. Prerequisite: Inorganic Chemistry.

Organic Chemistry — H 2 semester hours credit

This course includes a brief study of the aliphatic organic compounds for home economics students. Emphasis is placed on household and biological applications. 1 hour lecture; 3 hours laboratory per week. First semester. Prerequisite: Inorganic Chemistry I-II.

Biological Chemistry 3 semester hours credit

This course includes the chemistry of proteins, fats, carbohydrates, minerals, and vitamins, and biological functions of each; studies the digestive and metabolic reactions by test meals and urine analyses. Animal feeding tests will supplement laboratory and lecture work. 2 hours lecture; 3 hours laboratory per week. Second semester. Prerequisite: Organic Chemistry.

Physiological Chemistry — H 2 semester hours credit

This course is designed for home economics students. It includes an introductory study of the physiological functions of minerals, proteins, carbohydrates, fats, and vitamins together with the chemistry of digestion, absorption, and metabolism. 1 hour lecture; 3 hours laboratory per week. Second semester. Prerequisite: Organic Chemistry—H.

Inorganic Preparations 3 semester hours credit

This course includes a discussion of principles, review of previous work, and problems. Preparation of inorganic compounds. Prerequisite: Inorganic Chemistry I and II.

Physical Chemistry 3 semester hours credit

This course considers the phase rule; properties of solutions, liquids, solids, and gases; surface tension; vapor pressures; osmotic pressures; chemical cells, buffers; indicators; oxidation-reduction potentials; physical conditions affecting chemical equilibria. Laboratory work applying these principles. 2 hours lecture; 3 hours laboratory per week. Prerequisites: Inorganic Chemistry I and II, Physics I and II.

Techniques of Chemical Laboratory Management
3 semester hours credit

This course includes the following: laboratory planning, equipment, care, storage, buying, the making of solutions from stock supplies, the setting up of apparatus for class demonstration purposes. Prerequisite: At least 14 semester hours of chemistry.

Colloid Chemistry 3 semester hours credit

This course consists of discussion and laboratory work dealing with the theory of colloidal behavior. Stress will be placed upon proteins and other materials encountered in the colloidal state which are important in nature or industry. 2 hours lecture; 3 hours laboratory per week. Prerequisite: Inorganic and preferably Organic Chemistry.

Physics I and II 8 semester hours credit

These two courses constitute the usual first year's work in general college physics. In the first semester mechanics and heat are studied; in the second, electricity, sound, and light. A good working knowledge of plane trigonometry is a prerequisite. 3 hours lecture; 3 hours laboratory per week.

Physics III (Modern Physics) 3 semster hours credit

Included in this course are the major developments in physics since 1895: x-rays, electronics, modern conception of matter and energy. 2 hours lecture; 3 hours laboratory per week. Prerequisite: Physics I and II.

Physics IV (Mechanics) 3 semester hours credit

This course is an introduction to more advanced topics in general mechanics. Of special value for students majoring in mathematics. 2 hours lecture; 3 hours laboratory per week. Prerequisites: Physics I and II and Calculus co-requisite.

Physics V (Electricity and Magnetism) 3 semester hours credit

Alternating current theory is stressed in this course. 2 hours lecture; 3 hours laboratory per week. Prerequisites: Physics I and II and Calculus co-requisite.

Physics VI (Optics) 3 semester hours credit

Selected topics of a more advanced nature than is possible in Physics II form the basis for this course. 2 hours lecture; 3 hours laboratory per week. Prerequisite: Physics I and II and Calculus co-requisite.

Physics VII (Physical Laboratory) 3 semester hours credit

This course considers installation, adjustment, use and care of physics laboratory apparatus, and equipment for large and small high schools. Techniques in planning and developing elementary research projects suitable for secondary-school demonstrations. Prerequisites: Physics I and II.

Physics VIII (Radio and Television) 3 semester hours credit

Receiver, transmitter, and power-supply theory and design; tube characteristics; mechanical and electronic television are topics this course considers. It is less advanced than Physics V. 2 hours lecture; 3 hours laboratory per week. Prerequisites: Physics I and II.

Physical Science I and II 6 semester hours credit

This is a general introductory course on the college level drawing its material from the fields of astronomy, physics, chemistry, geology, and meteorology. This material is organized into a number of large basic study units. The course attempts to furnish sufficient scientific information for a broad cultural background and an appreciation of the contributions of physical science to modern living. 2 hours lecture; 2 hours laboratory per week.

Physical Science SD 3 semester hours credit

This course is a condensation of Physical Science I and II into the limits of one semester as required for students in Art and Music. 2 hours lecture; 2 hours laboratory per week.

Descriptive Astronomy 2 semester hours credit

This is a course designed to fit the teacher to handle those phases of Elementary Science, Junior High School Science, and Physics which deal with those forces and phenomena of our universe. This is a non-mathematical course. Field trips, laboratory work, and observations supplement the classroom activities.

Historical Geology 3 semester hours credit

This is an elementary course in the geologic history of the earth as recorded in its rocks and fossils. Laboratory work on fossils, rocks, and minerals is included. Much time is spent in field work in the vicinity of the school. Not open to freshmen. 2 hours lecture; 2 hours laboratory per week.

SOCIAL STUDIES

W. M. Whitmyre — *Head of Department*

Ethel A. Belden Ralph E. Heiges

C. M. Johnson

History of Civilization 4 semester hours credit

A survey of the development of institutions and culture in the Western World is presented in this course. The creation and transmission of the cultural heritage is discussed with special emphasis placed upon the contribution to contemporary life of the so-called prehistoric period, the Ancient Orient, Greece, Rome, Medieval Europe, the Renaissance, and Modern Times.

Civic Education 3 semester hours credit

The purpose of this course is to give the prospective elementary teacher a comprehensive understanding of present-day civic problems, a well-formulated philosophy of civic education, and a knowledge of materials of instruction and methods of procedure in civic education.

Principles of Economics 3 semester hours credit

A preliminary analysis of the major principles underlying the workings of our economic system; principles that are utilized daily by enterprisers, land-owners, wage-earners, and capitalists. Specific attention is given to the nature and methods of economics as a social science and the processes of production and consumption.

Principles of Sociology 3 semester hours credit

This course aims at presenting a basis for a scientific understanding of society and for further study in the field of sociology or social work. Emphasis is placed upon social institutions; the class structure of society; collective behavior; social processes; social control; social problems; laws of social evolution; relation between society and the individual.

American Government 3 semester hours credit

This course includes a study of the fundamental features of national, state, and local governments in the United States. Emphasis is given to historical background, comparisons with governmental features of other countries, and civic responsibilities. Basic principles of our government and the machinery through which it works are considered.

History of the United States I (Primary and Intermediate)
3 semester hours credit

This course covers the period to 1865. It emphasizes the background and origins of those institutions and principles which were to become the basis of the American way of life. It traces the develop-

ment of political parties, the expansion of the West, the growth of the American institution of government, the development of national feeling, and the appearance of sectional problems leading to the civil war.

United States History II (Primary and Intermediate)
3 semester hours credit

This course purports to show the growth of agricultural and industrial interests in the United States since 1865. The entrance of the United States into world affairs is emphasized. Considerable attention is given to the individuals controlling events in various fields of life.

RECOMMENDED FOR SOCIAL STUDIES MAJORS

In addition to the core courses, History of Civilization, American Government, and either Principles of Economics or Principles of Sociology, the following courses are recommended to students desiring certification in Social Studies:

History of United States I (Secondary) 3 semester hours credit

This course covers the period from European beginnings to 1865. It is a study of several units or movements within this time rather than an exhaustive chronological treatment. Much emphasis is placed on sources, criticisms, and writings. Discussion is the basis of class presentation.

Social and Industrial History of the United States (Secondary)
3 semester hours credit

This is a study of causes and tendencies, not a mere narration of observed facts. It is an attempt to describe the origin and development of economic and social institutions and to explain present problems by setting forth the historical background. Prerequisite: History of U. S. I.

Modern European History 3 semester hours credit

This course is designed as an introduction to contemporary national and international problems. It treats of the work of the Congress of Vienna in reshaping the map of Europe, the Industrial Revolution, the development of Italian and German unity, the intellectual achievements of the 19th century, and imperialism in Africa and the Orient. Special attention is paid to basic trends underlying pre-war diplomacy, the Great War and the peace settlements.

Students in the Secondary Curriculum majoring in Social Studies must take from the electives listed below at least six semester hours. The courses described will be offered during the coming summer and next year.

ELECTIVES FOR SOCIAL STUDIES MAJORS

Comparative Government 3 semester hours credit

This is a study of the structure, organization, and process of government in the chief European countries. Emphasis is placed upon the functioning of these governments and upon the essential differences between democracies and dictatorships. Prerequisite: American Government.

Economics II 3 semester hours credit

A course in applied economics, this subject deals with background and characteristics of such current economic problems as tariff and international trade, agriculture, railway and industrial consolidation, money and credit, the consumer problems, etc. Major emphasis is placed on the relationship of these problems to the present economic and industrial situation. Prerequisites: Principles of Economics or Economics I.

Early European History 3 semester hours credit

This is a study of the political and cultural development of Europe during the early modern period, 1500-1815. It treats of the emergence of national states, the expansion of European civilization, and of the political, social, economic, and intellectual developments of the 18th century.

Euopean History Since World War 3 semester hours credit

This course is designed for history majors. It presupposes a background of two courses in European history. The course is conducted largely as a seminar, and the students are required to give reports.

The Frontier in American History 3 semester hours credit

This is a narrative and interpretative survey of the principle events and movements in the history of the American West from "the coming of the White Man" to the passing of the frontier during the closing days of the last century. Special emphasis is placed on the significant characteristics of the several frontier communities and their influence upon the economic, social, and political development of the United States. Prerequisites: History of United States I; Social and Industrial History of the United States; or by permission of the head of the department.

The History of Constitutional Law 3 semester hours credit

This course is designed for history majors principally. It is organized to supplement the student's knowledge of American government and history. Approximately sixty cases from Constitutional Law are read and analyzed in class. Attention is also given to the part that the previous experience of justices has on their decisions.

History of England 3 semester hours credit

This is a survey of the social, economic, constitutional, intellectual, and religious phases of English history. Trends and movements are emphasized. Facts presented are carefully selected for their significance in the evolution of England. This course provides a background for the better understanding of American history and English literature.

Latin-American History 3 semester hours credit

This is a brief survey of the history of the Latin-American states. The importance of Latin-American political, economic, and social developments warrants the inclusion of this course in the curricula of teacher-training institutions. The problems of maintaining friendly relations among the nations of the Americas will be made easier if a mutual understanding of their peoples and institutions can be brought about.

Teaching of the Social Studies 3 semester hours credit

Workshop Course. This course is organized for the purpose of giving experience with the materials of instruction and the planning of activities in a selected area of the social studies. It includes a study of the underlying philosophy of the social studies and selected current courses of study. Opportunity will be given for each member of the class to select activities, analyze the learnings involved, and actually prepare and carry out those activities that children are expected to undertake.

DEPARTMENT OF ART

Mary Edna Flegal — *Head of Department*
Charles K. Ewing — Orval Kipp
Alma B. Munson Gasslander — Kate Lacey
Dorothy Murdock

At Indiana the four-year course with the degree, Bachelor of Science in Public School Art, prepares students to be supervisors as well as special teachers of art in senior high, junior high, and elementary schools.

Instruction. Aside from the art courses, English, science, history, government, education courses, and electives are required so that graduates from this department have broad enough background to be intelligent teachers of their special subject.

Method. An art-structure (design) method rather than a drawing method of teaching art is used. By this building-up method or synthesis, students use the art elements (line, notan, and color) to build their compositions with the art principles (dominance, rhythm, balance) as guides. Whether drawing still life, painting landscape, constructing interiors, throwing bowls, modeling figures, designing costumes, weaving textiles, or making jewelry the important thing is design. Skill and the processes are secondary. Where thoughtful activity and feeling end, the procedure ceases to be art training. Children or adults have little use for mere drawing but unlimited use for design. With other subjects of the curriculum design can hold its own for its intrinsic value in developing fine feeling, judgment, thinking power, and creative expression.

The Art Club. At Indiana there is an art club that numbers all art students and faculty in its membership. This club has become known for its good fun and for the class of entertainment given not only at its monthly meetings, but for the college at large. Its programs have been widely varied: picnics, carnivals, impersonations, productions of original one-act plays, masquerades, costume balls, studio parties, travel talks, lectures on dress and on psychology of color, readings of poetry and humor, trips in the college bus to "The International" and to the Associated Artists' Exhibition. Annually the club gives a bronze medal (The Jean R. McElhaney award for Excellence in Fine Arts) to the junior or the senior who has three outstanding achievements in three different fields of art. The presentation of the medal occurs at the banquet in May.

Exhibitions. In the exhibition and conference room there is constantly a showing of some of the best work of the department in drawing, painting, modeling, plaster sculpture, interior design, and work in pewter, brass, copper and silver; or exhibitions from outside the department. Of the latter there have been exhibitions of modern American sculpture, watercolors, photography; the best prints of the year;

European posters; art work of Viennese children; twenty oils by contemporary American artists; the College-Art Association exhibition of student work; W.P.A. oils, watercolors, and prints; a doll show in historic, national, and character costumes; figure studies, paintings, and lithographs by members of the art staff.

Housing and Equipment. The entire second floor of the Arts Building is given over to the art classes. On this floor are six studios, an exhibition and conference room, a rest room, the locker-room, the director's office, and five other offices. On the ground floor facing east campus are the pottery and kiln rooms. The best equipment available has been installed.

Standing. With these facilities and an efficient staff of six members, Indiana stands in the foremost rank in art education. Great effort is made to train art teachers and supervisors so that they may catch the vision of the possibilities in art teaching in the present age. Such art teachers aim so to teach that finer choices in selection of houses, furniture, and clothing, and better arrangements in homes, offices, stores, gardens, and clothing will be made by the children while they are children and when they grow to be adults. Both children and adults who have received such teaching will also know better how to spend the increasing number of leisure hours.

Expenses. The entire expense for a school year of thirty-six weeks amounts to approximately $446.00 The costs for one semester are itemized below. (Also see pages 18-21.)

Contingent Fee (payable in two installments)	$ 54.00
Housing Fee	126.00
Activity Fee	8.00
Books, equipment, etc. (approximately)	35.00
	$223.00

ART CURRICULUM

Sequence of Courses Subject to Change for Administrative Purposes

First Semester	*Clock Hours*	*Sem. Hours*	Second Semester	*Clock Hours*	*Sem. Hours*
Fundamentals of Speech	3	3	Design	6	3
Drawing & Lettering	10	5	English II	3	3
English I	4	3	Media and Techniques	6	3
Health Education	4	2	History of Civilization	4	4
Modeling	4	2	Elementary Industrial Art	6	3
Place and Purpose of Education	3	2			
Total	28	17	Total	25	16

Third Semester	*Clock Hours*	*Sem. Hours*
General Psychology	3	3
Physical Science	4	3
Literature I	3	3
Color	4	2
Mechanical Drawing	6	3
Health Education	4	2
Total	24	16

Fourth Semester	*Clock Hours*	*Sem. Hours*
Educational Psychology	3	3
Pottery	4	2
History and Appreciation of Art	5	5
Literature II	3	3
Biological Science	4	3
Interior Design	4	2
Total	23	18

Fifth Semester		
Drawing & Composition	6	3
Educational Measurements	2	2
Pictorial Expression and Illustration	6	3
Commercial Art and Reproduction	6	3
Crafts in Elementary Schools	4	2
Academic Elective	3	3
Total	27	16

Sixth Semester		
Blackboard Drawing	2	1
Theatre Arts	6	3
Advanced Drawing and Painting	6	3
Costume Design	4	2
Advanced Crafts	6	3
School Law	1	1
Appreciation of Music	3	2
Total	28	15

Seventh Semester		
Philosophy of Education	2	2
Art in Public Schools	4	3
Teaching and Conferences	7	6
Advanced Design	6	3
Advanced Oil or Water Color Painting	4	2
Total	23	16

Eighth Semester		
Teaching and Conferences	8	6
Principles of Economics or Sociology	2	2
Art Elective	2	2
Academic Elective	2	2
Visual Education	2	1
Total	17	14

Design I 3 semester hours credit

Simple projects for space-filling and dark and light with geometric forms and historic animal motifs, used so that attention focuses entirely on space relations and proportion. Color scales and applications; projects in lettering (large illuminated letters in any medium, small illuminated letters with pen-lettered quotation); posters; charcoal-watercolor sea-gardens; composition for expression of power; free-brush surface pattern; cloth wall-hanging in wax crayon.

Advanced Design 3 semester hours credit

Line, notan, and color can now be used without conscious attention to art principles which have been previously ingrained. Projects are selected according to the group of students and requirements of the time. Suggested projects: large monogram in any medium; block-printed handbills, festival cards; bookplates; posters; hand-lettered and bound book with illustration, title page, end-papers, cover design, and jacket; textile design; rug design; design of simple piece of furniture; figure or abstract composition carved in plaster or wood; murals in fresco or on canvas. Prerequisite: Design I.

Drawing and Lettering 5 semester hours credit

This course teaches outdoor sketching, drawing in pencil, charcoal, and ink still-life objects, with study in perspective. Proportion is stressed for good composition.

Drawing II 3 semester hours credit

This is a course in outdoor sketching; perspective; figure and object drawing in pencil, pen and ink, lithograph, colored chalk, and pastel. New skills and techniques are introduced, and color is used for volume and solidity. Daily and weekly criticisms emphasize composition, whether of objects, landscape, or figures. Prerequisite: Drawing I.

Blackboard Drawing 1 semester hour credit

This course emphasizes quick, easy drawing that expresses salient lines of the human figure, animals, and objects with suppression of the unessentials. Study of Japanese brushwork for expressive line and a "shorthand" method. Readiness in expression that will integrate with geography, history, natural science, literature, and travel.

Media and (Painting) Techniques 3 semester hours credit

This course includes practice in watercolor and oil of painting techniques based on the French impressionist schools, including landscape exercises for all seasons, still-life studies, and figure compositions. Media not used in painting will be used in other courses.

Advanced Drawing and Painting 3 semester hours credit

In this course experience is given in painting portraits, flowers, still-life, landscape, and figure compositions. Stress is put on elimination of detail, directness and freshness of applying paint, showing bulk, and ability to use good design. Prerequisite: Media.

Advanced Oil or Watercolor Painting 2 semester hours credit

Problems in still-life, landscape, figure, portrait, and mural painting, from the modern viewpoint of self-expression and signficant form, are stressed. The artist teacher will have opportunity to create by stressing volume, plastic (structural) color, and using abstract form as master artists have done—post impressionism, expressionism. Prerequisites: Media and advanced Drawing and Painting.

Modeling 2 semester hours credit

This course includes modeling in low and bas-relief and in the round of animals, figures, and heads; making of one-piece, chip-and-piece, and gelatine moulds; casting of objects in plaster. Study of modeling and sculpture for expressive form, in order to equip with the sculptural idiom of creative expression.

Pottery 2 semester hours credit

This is a survey of pottery-making and methods of fashioning clay into interesting articles, such as bowls, vases, and tiles. The course includes coil building, casting, glazing, and firing with emphasis on appreciation of fine pottery.

Color 2 semester hours credit

This course includes many exercises to give experience in using color with its porperties (hue, value, intensity). Applications are made to the designer's and the painter's projects.

Pictorial Expression and Illustration 3 semester hours credit

This course develops creative work illustrating personal experiences, world events, stories, and poems of famous authors, with emphasis on the principles of design and the use of color in different media. Prerequisite: Drawing I.

Costume Design 2 semester hours credit

Historic costume is studied as a basis for creative problems of present-day costume for both men and women. Consideration is given to the principles of design and the use of color in relation to individual, commercial, and stage projects. Prerequisite: Design I.

Interior Design 2 semester hours credit

A study is made of the history of architecture, interiors, and furniture; creative application of these findings according to the principles of design and use of color for present-day interior and exterior house plans. Prerequisite: Design I.

Mechanical Drawing 3 semester hours credit

This is a beginning course in orthographic (working) drawings and isometric projections, perspective, revolutions, and developments.

Elementary Industrial Art 3 semester hours credit

This course consists of elementary construction in wood and other materials, bookbinding and related industry, weaving, leather tooling.

Crafts in Elementary School 2 semester hours credit

Textile patterns are first designed; then the processes of stenciling, tie-dyeing, spray dyeing, blockprinting, batik, and weaving are taught. Simple projects are planned for children.

Advanced Crafts (Metal) 3 semester hours credit

The work is planned to give experience in such simple processes as etching, saw piercing, riveting, soldering, bending, and raising. Problems are worked out in copper, brass, pewter, silver, and combinations of metal, simple pieces of jewelry, such as bracelets, rings, and brooches. All objects are first designed. Prerequisite: Design.

Commercial Art and Reproduction 3 semester hours credit

This is an advanced design course which gives experience with projects connected with publishing: lettering (pen and brush), printing (kinds of type), advertising, posters, page arrangements, yearbook problems, printmaking (linoleum-block, zinc-plate, etching, lithograph, engraving, chalk-plate). Designing of cartons, cans, hat boxes, cracker boxes, packages, wrapping paper. Prerequisite: Design.

Theatre Arts 3 semester hours credit

Experience is given in designing stage costume and sets. Study of puppetry, pageants, festivals, and plays with related design problems. Prerequisite: Design.

History and Appreciation of Art 5 semester hours credit

This course includes illustrated lectures, readings, and notebook compilations covering the development and relation of all periods of fine arts in general, with special emphasis on architecture, sculpture, and painting.

Place and Purpose of Education in the Social Order
2 semester hours credit

Philosophy, psychology, trends, foundations, schools, educators, museums, fairs, and exhibitions are considered in this course with their direct influence on education. Indirect influences on art education of architects, sculptors, painters, critics, theatre, cinema, radio, advertising, and magazines are studied.

Knowledge of the facts of history is used for understanding of and adjustment to present-day society. Cultivation of attitudes for peace and world brotherhood; and substitution of co-operation for competition, the common good for individual greed, and human values for property values in an industrial age are built up as ideals.

Art in Public Schools (Curriculum Materials)
3 semester hours credit

A review of recent psychology and trends and movements in education is given in this course. In addition, attention is given to research in special fields of art, comparison of contemporary teaching methods, evaluation of many courses of study, and writing art courses for primary, intermediate, junior high, and senior high schools. Prerequisite: 1 semester of teaching.

Student Teaching and Conferences 12 semester hours credit

Student teaching and conferences provide for the prospective teacher directed participation in those classroom activities through which children develop creative power and ability to make fine choices, and acquire knowledge and appreciation of art.

ART COURSES
IN THE ELEMENTARY AND SECONDARY CURRICULA

Art I (Elementary Industrial Arts) 2 semester hours credit

Much design and color are taught so that students will have something to apply. Among the projects are landscape compositions for design; color theory; lettering. Industrial projects: book making (construction of simple folders and pamphlets with application of lettering), weaving, modeling, pottery making, toy design and making, interior decoration, costume (national and peasant), stage sets. Mimeographed sheets with explanation and examples of art elements (line, notan, color), and art principles (dominance, rhythm, balance) are furnished so that students may have in words what has been performed in class.

Art II (Drawing, Design, and Color) 1½ semester hours credit

This course includes a study of color (hue, value, intensity, opposites, neighbors, warm, cool, distribution), borders with Coptic or Indian motifs for rhythm and a study of primitive art, decorative trees for line dominance, still life for perspective, lettering (quotations, placards, posters), blockprinting, tile in clay for point dominance, pose drawing with costumed model, illustration, study of masterpieces in painting, sculpture, pottery. Prerequisite: Art I.

Appreciation of Art 2 semester hours credit

This course consists of lectures with slides, field trips, panel discussions, quizzes, and note-books for studying architecture, sculpture, painting, home decorations, stage design, costume, weaving, and the minor arts (pottery, metal work, lettering, and graphic arts). When the student and the teacher feel that creative expression will aid in obtaining appreciation, experience is given in creative work, such as lettering, weaving, modeling, carving, etc. Tolerance for and understanding of trends in contemporary art and appreciation of the fine in any art are cultivated for wiser choices in consumption.

Handicrafts (Elective for Kindergarten and Grades 1, 2, and 3)
2 semester hours credit

In this course students gain enjoyment through experience in manipulating tools and materials while designing in wood, metal, leather, cloth, yarn, paper, and cardboard. Practical applications are made to weaving, bookbinding, tye-dyeing, stenciling, batik, embroidery, metal working, and leathercraft.

Industrial Arts (Elective for Grades 4, 5, and 6)
2 semester hours credit

This course includes simple projects in weaving; modeling; carving in wood and plaster; toy making in cloth, wood, and metal; block printing; making booklets and other projects related to the book; elementary wood working.

Principles of Design I (Costume) 3 semester hours credit

Exercises in line, dark and light, and color give experience with the art principles as applied to costume. A study is made of historic pattern and motifs significant in the present and their use. Reading assignments, research, and class discussions.

Principles of Design II (Household) 2 semester hours credit

The application of design principles is made to interiors: experiences are given with design and color combinations in wall covering, carpets, rugs, textiles, period and contemporary furniture, house plans. Slide lectures, trips to shops, readings, discussions, and notebook collections of fine examples of subjects studied. Prerequisite: Principles of Design I.

DEPARTMENT OF BUSINESS EDUCATION

G. G. Hill — *Director of Department*

Florence C. Arntz
Albert E. Drumheller
Ethel L. Farrell
Clinton M. File
E. J. McLuckie
Ralph A. Rowland
Mabel Shouse
Harold W. Thomas
Robert Franklin Webb
Lyle O. Willhite

Opportunities. The State Department of Public Instruction has especially designated the State Teachers College, Indiana, Pennsylvania, as one in which teachers of business for the high schools of the Commonwealth may be trained. The curriculum is four years in length, leading to the degree of Bachelor of Science in Education. Those who complete the work as outlined are prepared either to supervise or teach business subjects in any of the high schools of the Commonwealth and are certified accordingly. An excellent opportunity is available here for men and women of high calibre who possess the ability, personality, and ambition requisite for success in this type of work.

Equipment. This department is well equipped throughout with a full supply of modern office machines. Adding machines, calculating machines, banking machines, multigraphs, mimeographs, mimeoscopes, addressographs, dictaphones, files and cabinets, and other up-to-date efficiency devices of modern business give the students a practical knowledge of the time-savers and system units found in modern business. Their uses are taught and mastered in this department. Those who elect these courses become very proficient in the manipulation of such machines before graduation.

Business Practice Department. The business practice department is a complete business community in itself and includes not only the procedure but also the actual atmosphere and environment of modern business. It is equipped for efficient and up-to-date work. Much practical business experience may be obtained in this department.

Practical Experience Requirements. These requirements are a vital and necessary part of the prospective teacher's preparation. They not only supplement the courses outlined in the curriculum but are integrated with them. Credit under this requirement is given for actual business experience previously gained and also for that acquired in the business practice department. The requirements are as follows:

The equivalent of six months of store practice, secretarial practice, bookkeeping practice, clerical practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the director of this department. This experience preferably should be in the field or fields in which the student is contemplating certification.

Student Teaching. Each student in training in the Department of Business Education receives more than the state requirements in hours of actual practical teaching and observation. This is not a make-shift plan merely for the purpose of getting credit. A number of teaching centers are conducted in connection with some of the largest high schools within convenient reach. To these teaching centers the students are sent for one full semester (eighteen weeks) of the senior year for their practice teaching. The teacher holds a regular position in the high school and carries a full program of classes, extra-curricular activities, and any other regular school duties. The work is supervised and criticized by experienced supervisors who are teacher members of the college faculty of this department, and also by supervisors of exceptional training and ability furnished by the teaching centers. Everything is done to afford those in training as much actual teaching experience and as many teaching contacts as possible before graduation.

The Chamber of Commerce. There is organized in connection with the Department of Business Education a Chamber of Commerce. Frequent opportunity is afforded for public discussion on current popular topics applicable to the work. This organization fosters the formation and development of commercial clubs and similar organizations in the high schools, wherever the assistance is desired, and helps to promote the work of such organizations. The officers of the Chamber of Commerce are elected from the members of the student body in the Department of Business Education. The work is supervised by a faculty member of the department.

Expenses. The entire school expense for a school year of thirty-six weeks will amount to about $400 for boarding students. This will cover board, room, laundry, books, and department fees. The costs for one semester are itemized below. (Also see pages 18-21.)

Contingent Fee (payable in two installments	$ 42.00
Housing Fee (payable in two installments)	126.00
Activity Fee	8.00
Books, Equipment, etc. (approximately)	24.00
	$200.00

Explanation of the Curriculum. This is a teachers college. No short courses of any kind are offered in this department for the training of secretaries, bookkeepers, or any other vocational workers. We offer only the full four-year curriculum leading to the teaching profession. The full four years must be completed before the teaching certificate may be awarded. If at the end of two years a student does not desire to complete the full course immediately, he will be well prepared to do efficient work in a business office until such time as it is possible for him to return to complete the work for graduation.

All courses that are indicated by the asterisk (*) are elective.

All courses that are not indicated as elective are required of all students in the Business Education Department.

Students may pursue the work of the entire curriculum, or they may elect to pursue work according to their aptitudes, as follows:

1. The Complete Program leads to certification in all three fields, thus affording certification in all of the high school business subjects. Those who possess aptitudes that indicate success in stenographic, accounting, and retail selling work may, if they wish, pursue this complete program.

2. The Stenographic Field includes all of the required courses of the curriculum and all elective courses indicated by the letter "S". Any other elective courses indicated by the asterisk (*) may be omitted and in their places may be elected courses from any other department of the college. Certification may be received for those elective courses from other departments, if the specific requirements for certification in these courses are met. Those who pursue this program will be certificated to teach all of the business courses in the high school except bookkeeping and retail selling.

3. The Bookkeeping Feld includes all of the required courses of the curriculum and all elective courses indicated by the letter "B". Other elective courses indicated by the asterisk (*) may be omitted, and in their places may be elected courses from any other department of the college. Certification may be obtained for these courses from other departments if the specific requirements for certification in these courses are met. Those who pursue this program will be certificated to teach all of the business courses in the high school except shorthand, typewriting, and retail selling.

4. The Retail Selling Field includes all of the required courses of the curriculum and all elective courses indicated by the letter "R". Other elective courses indicated by the asterisk (*) may be omitted and in their places may be elected courses from any other department of the college. Certification may be received for elective courses from other departments if the specific requirements for certification in these courses are met. Those who pursue this program will be certificated to teach all of the business courses in the high school except shorthand, typewriting, and bookkeeping.

5. The Combination Program combines either the Stenographic and Bookkeeping, the Stenographic and Retail Selling, or the Bookkeeping and Retail Selling Fields. With any combination program, the certification appropriate to both of the two groups will be awarded. Certain electives in other departments of the college also may be carried with this program, in place of the courses listed in the field that is omitted. The usual certification requirements apply also to these electives.

It is possible to elect Typewriting III and IV and become certificated to teach typewriting with either of the fields or a combination of the fields.

Elective Fields. The fields of English, social studies, mathematics, science, geography, education, art, and music are especially recommended from which courses may be elected by students in business education. All electives, however, are determined by the choice of the student, and by approval of the Dean of Instruction of the college and the Director of the Department of Business Education.

Our Standards. Only those who attain "A" or high "B" standings, and whose aptitudes indicate success in the fields elected, should elect more than one field.

Those whose standings average below "C" may not graduate or be certificated.

To elect the Complete Program in the third semester a student must have maintained at least a "C" average during the first two semesters, and must have a grade of "C" or better in the following courses: English I and II, Typewriting I and II, Business Mathematics I and II, Bookkeeping and Accounting I, and Shorthand I.

To elect the Stenographic Field in the third semester, a student must have a grade of "C" or better in English II, Typewriting II, and Shorthand I.

To elect the Bookkeeping and Accounting Field in the third semester, a student must have a grade of "C" or better in the following courses: Business Mathematics II, Bookkeeping and Accounting I.

To elect the Retail Selling Field in the third semester, a student must have a grade of "C" or better in the following courses: Speech, English II, and Economic Geography I.

It should be understood that those who fall below "B" standings are considered unsatisfactory to be recommended for teaching. Since high-school standards have been greatly raised, school officials are more particular than ever before concerning the qualifications of those whom they employ. They insist on high scholastic achievement, good personal appearance, attractive personality, freedom from physical defects, and other qualities that should be carefully considered by all those contemplating this type of professional work.

Only a small proportion of high-school graduates can meet these very strict requirements. Even after this very frank explanation and announcement, every year, a large number of students who fail to measure up to the standards are enrolled from the upper half of the high-school group. In the past, only about one-third of the students of the selected entering class have met the requirements and have been able to complete the work to graduation. This should not discourage

those who really have the qualities required. It may, however, prevent those who lack certain of the primary requisites for developing into a high-type teacher, from being disappointed later.

If any are in doubt concerning their fitness for this type of work, they should consult their high-school principals and guidance officers and ask them for a frank and honest statement about their fitness. They should also have all data concerning their personal and scholastic qualifications sent to the college. They will be notified as to the date for interviews, at which time the matter can be discussed as frankly and wisely as experience will dictate.

Application for Enrollment. Enough has been given in these few pages to furnish a glimpse into the Department of Business Education. A definite, limited number of the best qualified high-school graduates are accepted each year. Those who can qualify and who desire to make application for entering the Department of Business Education should get their applications in early, in order to insure a reservation.

TEACHER EDUCATION CURRICULUM IN BUSINESS EDUCATION

FIRST SEMESTER

	Clock Hours	*Semester Hours*
Place and Purpose of Education in the Social Order, including School Visitation	3	2
Health Education, including Physical Education and Personal Hygiene	4	2
Fundamentals of Speech	3	3
English I, including Library Science	4	3
Business Mathematics I	3	3
Business Writing	3	1
Typewriting I	3	1
	23	15

SECOND SEMESTER

English II	3	3
Health Education II, including Physical Education and Personal Hygiene	4	2
Economic Geography I	3	3
Business Mathematics II	3	3
Bookkeeping and Accounting I	5	3
Typewriting II	3	1
(S)*Shorthand I	5	3
	26	18

THIRD SEMESTER

Literature I	3	3
Economic Geography II	3	3
Business Organization and Finance	3	3
(B)*Bookkeeping and Accounting II	5	3
(S)*Shorthand II	5	3
(S)*Typewriting III	5	2
	24	17

* Elective courses.

FOURTH SEMESTER

	Clock Hours	*Semester Hours*
Biological Science	4	3
Business Correspondence	3	3
Business Law I	3	3
(B)*Bookkeeping and Accounting III	3	3
(S)*Shorthand Applications	5	3
(S)*Typewriting Applications	5	2
	23	17

FIFTH SEMESTER

General Psychology	3	3
School Law and Administration	2	2
Business Law II	3	3
Salesmanship and Retail Selling I	3	3
(B)*Bookkeeping and Accounting IV	3	3
(S)*Stenographic Office Practice	5	3
	19	17

SIXTH SEMESTER

Psychology of Method in Business Courses	3	3
Tests and Measurements in Business Courses	3	3
Secondary School Business Education, Organization, and Content	2	2
Economics I	3	3
Visual Education	4 or 2	2 or 1
Clerical Practice and Machines	5	3
(R)*Retail Selling II	3	3
	21	18

SEVENTH SEMESTER

Philosophy of Education	2	2
American Government	3	3
Economics II	3	3
History of Civilization	4	4
(R)*Retail Selling III	12	6
(B)*Business Mathematics and Statistics	2	2
(B)*Accounting and Auditing	3	3
	29	23

EIGHTH SEMESTER

	Clock Hours	*Semester Hours*
Student Teaching, Observation, and Conference	15	12
Curriculum Materials, Selection, and Adaptation	4	3
	19	15

FIRST SEMESTER

Place and Purpose of Education in the Social Order 2 semester hours credit

In this department, this course aims to serve as an orientation course, with special emphasis on the significance of business education, its history and development, and its place in the field of education.

Health Education I 2 semester hours credit

See Health Education.

Speech 3 semester hours credit

This course is specially adapted to meet the needs of the Department of Business Education. (1) It attempts to develop self-confidence, a correct posture, courage to face an audience; (2) teach entertainingly and expressively; (3) practice enunciation, pronunciation, and interesting emphasis; (4) develop an adequate vocabulary; (5) analyze words phonetically (necessary in shorthand); develop the technique of shorthand dictation; (7) train the tongue to say and the ear to hear correct English.

English I 3 semester hours credit

See English I in the field of English. Special consideration is given to the needs of students in the Business Education Department, with emphasis on terseness and business forms.

Business Mathematics I 3 semester hours credit

Thorough drill is given in the fundamentals of business mathematics with special emphasis on speed and accuracy in handling the most common fundamental operations.

Business Writing 1 semester hour credit

The development of a legible business hand is the goal set for this course. Freedom of movement, proper letter formations, and a light even touch, are important elements in attaining this end. In addition to developing the skill of being able to write well with pen and ink, the student is expected to attain a high degree of proficiency in writing on the blackboard. This is a prerequisite skill for shorthand and bookkeeping.

Typewriting I 1 semester hour credit

This beginning course emphasizes a sound mastery of the keyboard and the ordinary operative parts of the typewriter. The subject matter ranges from introductory drills through paragraph and article writing to applications in simple letters and tabulations. Diagnostic and corrective work receive attention throughout the course. Speed with accuracy is considered fundamental.

SECOND SEMESTER

English II 3 semester hours credit

See English I. Special adaptations are made for business students.

Health Education II 2 semester hours credit

See Health Education.

Economic Geography I 3 semester hours credit

This course develops a background for an understanding of world production and distribution of commodities as related to diverse natural conditions. Practice is given in securing and interpreting geographic data from the sources which the students will use when teaching. Each student makes an intensive study of an industry and of a selected country.

Business Mathematics II 3 semester hours credit

This is a continuation of Business Mathematics I. Its purpose is to train students to apply principles of mathematics with speed and accuracy; to solve advanced problems encountered in carrying on the modern functions of business: production, marketing, personnel, finance, and management. The course is professionalized so that students are taught how to organize, teach, and provide an adequate testing program for high-school courses in business mathematics.

Bookkeeping and Accounting I 3 semester hours credit

This is the introductory course in one of the major fields of certification for teachers in Pennsylvania high schools. Its purpose is to introduce the student to bookkeeping and accounting by means of financial records for personal, family, and extra-curricular uses, leading into the modern technical phases of accounting. Latest trends in teaching the beginning bookkeeping course in high schools are presented.

Typewriting II 1 semester hour credit

This course emphasizes efficiency and quickness in handling the typewriter in dealing intelligently with a large variety of materials on the intermediate level of operating. Among the contents of the course are: letter writing, straight-copy work, multicopy work, tabulating, and strengthening and remedial drills.

Shorthand I 3 semester hours credit

This course covers approximately the first half of the principles as given in the elementary textbooks. From the beginning, emphasis is given to reading, writing, and mastery of the fundamentals and special forms. Transcribing of the students' notes on the typewriter constitutes a part of the activity throughout the course.

THIRD SEMESTER

Literature I 3 semester hours credit

See English.

Economic Geography II 3 semester hours credit

This course deals mainly with the more complex activities of North America and Europe. In both courses the relationship of the United States to the problems peculiar to the countries or industries under consideration is studied. The work is planned to meet the special needs of teachers in the commercial departments of the high schools.

Business Organization and Finance 3 semester hours credit

This course is designed to develop reflective thinking in the field of business management. Bookkeeping is discussed from the management-use point of view. Finance, salesmanship and marketing, office organization, credit, personnel, and statistics are all discussed and made meaningful as they fit into the great organization picture.

Bookkeeping and Accounting II 3 semester hours credit

Double entry bookkeeping through statements, ledger accounts, original entry books including special columns, posting, checking, adjusting, closing, working sheet, controlling accounts, interest and discount, valuation accounts, accruals and deferred items, and current routine.

Shorthand II 3 semester hours credit

This course covers approximately the second half of the principles as given in the elementary textbooks. Emphasis is given to reading, writing, and mastery of the fundamentals and special forms. Transcribing of the students' notes in the form of paragraphs and short and medium letters receives increasing attention.

Typewriting III 2 semester hours credit

This course deals with letter writing; writing on special business and legal forms; setting up outlines, programs, indexes, title pages, and so forth; proof-readers' marks; copying from longhand and corrected copy; writing manuscripts; tabulating; problems of English, such as capitalization, punctuation, and paragraphing; and many other practical and educational matters.

FOURTH SEMESTER

Biological Science 3 semester hours credit

See Science.

Business Correspondence 3 semester hours credit

The material deals with business forms—never with isolated English drill. It aims to teach the parts of the letter; to write letters asking for information, and giving and refusing information; to write letters of order, adjustment, collection, application, and sales; to compose invitations, statements, telegrams, notices, minutes, and formal speeches.

Business Law 3 semester hours credit

This course deals with court procedure, contracts, agency, and negotiable instruments. The aim is to apply principles of law to everyday life and to establish proper interest, ideals, and attitudes toward law as a means of social control.

Bookkeeping and Accounting III 3 semester hours credit

This course studies partnership capital accounting giving particular attention to the problems of combining capital and the liquidation of capital accounts; accounting for corporations, with reference, particularly, to the capital structure, the voucher system, elementary costing, accounting for branches, and problems in consolidation and supplementary statements.

Shorthand Applications 3 semester hours credit

This is a drill course designed to develop practical speed (100-140 w.a.m.) in taking dictation of material greatly varied as to vocabulary, and reasonable speed with very high accuracy in reading from the dictated notes. For the development of skill in transcription this course is closely co-ordinated with Typewriting Applications.

Typewriting Applications 2 semester hours credit

This is an advanced course including an abundance of practical business typewriting, with special emphasis upon development of skill in transcribing business letters from dictated shorthand notes. High skill is developed in the handling of a variety of practical matter, including letters, envelopes, statistical matter, financial papers, legal documents, articles, poetry, etc.

FIFTH SEMESTER

General Psychology 3 semester hours credit

See Education.

School Law and Administration 2 semester hours credit

See Education.

Business Law II 3 semester hours credit

This course considers the law of business organizations, personal property, security relations and real property. It applies the principles of law to every-day life and establishes proper interest, ideals, and attitudes toward law as a means of social control. In addition, the student is given a thorough understanding of how to organize and teach business law in the secondary school.

Salesmanship and Retail Selling I 3 semester hours credit

Through the use of textbooks, activities, and projects, this course attempts to develop a selling personality including attractive appearance; correct social behavior; the technique of forming good habits and discarding harmful ones; the basis for choosing friends and associates; the appreciation of color and balance as used in arranging and displaying merchandise.

Bookkeeping and Accounting IV 3 semester hours credit

This course uses a set of cost records simulating, as far as possible, the actual conditions in industries. Lectures, supplementary problems, and visits to industries develop the two-fold purpose of skill in cost accounting and management through cost information. Latest methods in standard costs and efficiency through the use of office machines are included.

Stenographic Office Practice 3 semester hours credit

This is an advanced stenographic course including theory and practice in those activities that are common to stenographic and secretarial positions, and dealing with objectives, organization, methods, materials, and standards for a high-school stenographic practice course so as to prepare the student to teach such a course in the public schools.

SIXTH SEMESTER

Psychology of Method in Business Courses
3 semester hours credit

This course makes definite application of psychological principles to the teaching and learning of skill and content subjects. Reading, discussion, planning, and demonstrating form the basis of the teacher and class activity. Proficiency in the subject matter of the courses selected for special treatment is prerequisite to this course.

Tests and Measurements in Business Courses
3 semester hours credit

This course gives a complete program in planning, testing, evaluating, remedial teaching, retesting, etc. Actual test making, giving, checking, and evaluation in co-operation with the student teaching situation is a part of this course.

Secondary School Business Education Organization and Content 2 semester hours credit

This course includes an analysis of the business-education situation in the various types of high schools, and programs of business education adaptable to the needs of the various communities. Organization and content of materials for the various courses for the purpose intended make up an important part of this course.

Economics I 3 semester hours credit

See Social Studies.

Visual Education 1 semester hour credit

See Education.

Clerical Practice and Machines 3 semester hours credit

This course is designed to acquaint the student in a practical manner with the common non-stenographic, non-bookkeeping office duties that constitute a large share of all office work, and to prepare the student to organize and conduct a high-school course for training office clerks and office-machine operators.

Retail Selling II 3 semester hours credit

This course aims to teach the functions of distribution including the learning of: definition of terms; structure of marketing; theory of grading, assembling, financing, risking, pricing, buying motives, and sales management. The class takes research trips to curb markets, grain mills, produce and live-stock markets, retail stores and warehouses.

SEVENTH SEMESTER

Philosophy of Education 2 semester hours credit

See Education.

American Government 3 semester hours credit

See Social Studies.

Economics II 3 semester hours credit

The daily problems of the consumer are given chief consideration in this course. Such topics as income, savings, ownership, banking and finance, purchasing, standards of quality, family and individual budgets, and insurance protection are studied. Along with the study of these topics, special attention is given to the development of a course in Consumers' Economics for the secondary school.

History of Civilization 4 semester hours credit

See Social Studies.

Retail Selling III 6 semester hours credit

A practical course in the stores of the community, under store and college supervision.

Business Mathematics III with Statistics 2 semester hours credit

This course is given for the purpose of developing ability to interpret simple statistical measurements both in the field of education and business. Practice in mathematical computation is, of course, involved, and further skill and knowledge in business mathematics are introduced in addition to the statistical content of the course.

Accounting and Auditing 3 semester hours credit

In this course students conduct a semi-detailed audit of actual business records, make the corrections, and submit statements of results. Problems of public and private auditing are developed by the instructor. The construction and organization of working papers is taught. Analysis of difficult accounts and miscellaneous audit-problem situations enlarge the students' general knowledge of accounting.

EIGHTH SEMESTER

Student Teaching, Observation, and Conference
12 semester hours credit

An extremely practical and actual experience is presented in teaching in a neighboring high school especially organized for this work, with supervision by both the high-school supervisors and the college faculty.

Curriculum Materials 3 semester hours credit

The content of this course grows out of the needs and problems encountered in the student-teaching experience, and runs concurrently with it.

DEPARTMENT OF HOME ECONOMICS

A. Pauline Sanders — *Director of Department*

Esther H. Alden
Thelma E. Lappan
Helen C. Merriman
Rachel Moss
Ethel Verna Oxley
Helen Rose
Marion Wills
Sylva Wixson

The Home Economics Curriculum offers educational preparation for teachers of vocational and general home economics in the elementary and secondary schools of Pennsylvania. Graduates of this curriculum receive the degree of Bachelor of Science in Home Economics, which is recognized for entrance to graduate courses by all leading colleges and universities. Our graduates receive a Provisional College Certificate valid for any vocational or general home-economics position in the public schools of Pennsylvania. The students of this curriculum may minor in another field in which they show interest and ability.

Entrance Requirements. The requirements for admission to the Home Economics Department are the same as for other departments of the college. The students who expect to qualify for a bachelor's degree with a major in homemaking will find it desirable to have taken science in high school. Chemistry, physics, and biological science are important. Students who have had some work in other colleges must have a B average or expect to spend additional time in this department.

Home Economics Equipment. The Home Economics Department is located on the top floor of the Arts Building. Here are modern laboratories, classrooms, and offices. The department has all modern conveniences. The equipment is modern and adequate in every way. Superintendents who are planning home-economics departments in new high schools are invited to inspect the equipment and the plan of our laboratories in this building and in the Laboratory School.

Home Management House. The Home Management House is located on the campus. It is an average-sized home, attractively and appropriately furnished. It has the atmosphere of a comfortable and hospitable home. The junior students live in this house and take Home Management III under the direction of a supervisor who lives with them. The management of this home is based on family needs, expenditures, and relationships.

A baby, aged about three months, is placed in the Home Management House each September for related work in child care and development. All Home Management House students who live there one semester have experience in caring for this child.

The Nursery School. This school is connected with the course in Child Development and offers an opportunity to study the child of pre-school age. The nursery school for children between the ages of two and four meets two afternoons per week and emphasizes habit formation and play. The theories underlying the physical, social, mental, and emotional development of the child are presented.

Practical Experience. This phase of the training is most vital. Summer projects planned by the students and rated by regular members of the college staff afford opportunities in practical experience in the roles of home-making and professional life.

Home Economics Club. The Home Economics Club is affiliated with the State and National Home Economics Association. This affiliation is a means of keeping informed on club activities of national importance. All home-economics students who make application for membership in the club are admitted and enjoy all the rights and privileges upon the payment of their dues. The club aims to develop a social interest among the students in the department. It is a means whereby the new student finds friends and help in adjusting herself to college life and in getting acquainted with other activities outside of the department. Through the year the students enjoy together picnics, parties, and dances. One large formal banquet is given for the freshmen and sophomores in the first semester. A notable social occasion in the second semester is the "Merry-Go" for the juniors and seniors. At the regular meetings of the club interesting programs are presented under the direction of the club sponsor. Every opportunity is offered to develop initiative, leadership, comradship, and social adjustment. Membership in two extra-curricular activities each year is required by the college.

The Placement of Graduates. The Director of the Home Economics Department assists all graduates in obtaining suitable teaching positions. Every effort is made to place the graduate in the community in which she can render her best service. Graduates of the department who are teaching and have made good teaching records are given, on application, assistance by the Director when a change in position is desired.

Student Teaching. Student Teaching in Home Economics is done in the junior and senior high schools of Indiana, Johnstown, and in the vocational home-economics departments at Barnesboro, Blairsville, Dayton, Portage, Elders Ridge, Latrobe, Penn Township, and Sharpsburg. A full semester of student teaching is required of all candidates for graduation. This work is carefully supervised by the supervisors of student teaching in the Department of Home Economics.

Expenses. The entire expense for a school year of thirty-six weeks amounts to approximately $482.00. The costs for one semester

are itemized below. (Also see pages 18-21.)

Contingent Fee (payable in two installments	$ 72.00
Housing Fee	126.00
Activity Fee	8.00
Books, equipment, etc. (approximately)	35.00
	$241.00

FOUR-YEAR CURRICULUM IN HOME ECONOMICS

Sequence of Courses Subject to Change for Administrative Purposes

FIRST SEMESTER

	Clock Hours	*Semester Hours*
*English I, including Library Science	4	3
Physical Activity	2	1
*Place and Purpose of Education in the Social Order	3	2
Home Economics Education I (Introduction)	2	1
Principles of Design I	4	3
Clothing I	6	3
Textiles	4	2
	25	15

SECOND SEMESTER

*English II	3	3
Physical Activity	2	1
Foods I	7	3
Chemistry (Inorganic)	6	4
Principles of Design II	3	2
Physiology	4	3
	25	16

THIRD SEMESTER

*Literature I	3	3
*General Psychology	3	3
Foods II	7	3
Clothing II	4	2
Applied Design I (Costume)	3	2
Chemistry (Organic)	4	2
*Appreciation of Music	3	2
	27	17

*Core Curriculum.

FOURTH SEMESTER

	Clock Hours	*Semester Hours*
*Educational Psychology	3	3
Principles of Economics	3	3
Clothing III	4	2
Household Management I (Equipment)	6	4
Chemistry (Physiological)	4	2
*Appreciation of Art	3	2
	23	16

FIFTH SEMESTER

Home Management II (Economics)	3	3
Nutrition	4	3
Child Development	3	2
Family Health	3	2
Home Management III (House)	9	3
Elective	3	3
	25	16

SIXTH SEMESTER

Home Economics Education II (Vocational)	3	3
Nursery School Child	5	2
Applied Design II (Household)	5	3
School Lunchroom Management	8	3
Electives	6	6
	27	17

SEVENTH SEMESTER

Home Economics Education III (Vocational)	2	2
Student Teaching	16	8
Family Relationships	2	2
Elective	3	3
	23	15

EIGHTH SEMESTER

Bacteriology	4	3
Principles of Sociology	3	3
Consumer Education	3	3
*Visual Education	2	1
Electives	6	6
	18	16
Total Credits		128

* Core Curriculum

CLOTHING AND TEXTILES

Clothing I 3 semester hours credit

This course provides for an introductory study of the principles involved in the selection, construction, and buying of clothing. A study is made of sewing equipment and of the parts and use of the sewing-machine attachments. Study and use of commercial patterns as well as pattern drafting and flat pattern designing are used in connection with the construction of several garments.

Clothing II 2 semester hours credit

This course provides an intensive study of the practical methods of solving fitting problems and applying the principles of dress design. Practical applications are made by draping on a dress form padded according to individual measurements.

Clothing III 2 semester hours credit

This course provides for the further development of the techniques in clothing construction with emphasis on ready-made versus hand-tailored coats and suits. Care, repair, and renovating of garments are included.

Special Problems in Clothing 3 semester hours credit

This course includes various phases of clothing problems suited to individual student needs. Problems such as selection, construction, and remodeling of hats; selection of clothing for the pre-school child; making of illustrative material in preparation for teaching are presented. Prerequisites: Clothing I and II and consent of the instructor.

Textiles 4 semester hours credit

This course is a study of the textile fibers in order to provide a background for selection of fabrics from the standpoint of suitability, durability, economic and hygienic values. The factors influencing cost and quality, the methods of weaving, the various weaves and their desirability are studied. Testing of fibers and fabrics is done by using the microscope and several practical home tests. Prerequisite or concurrent: Inorganic Chemistry.

Consumer Education 3 semester hours credit

This course aims to give the individual a sound and fundamental understanding of her situation as a consumer buyer; knowledge of the problems involved in buying and the difficulties encountered in solving them; and a program for the improvement of the situation.

FAMILY AND CHILD DEVELOPMENT

Family Relationships 2 semester hours credit

This course presents a historical and philosophical over-view of the development of the modern American family. It shows how the

background of family life determines personalities, attitudes and standards of living. A critique of the causes of disintegration and reintegration of family life is presented.

Child Development 2 semester hours credit

This course deals with the pre-natal period as well as the period of infancy. Care of the mother during the pre- and post-natal periods, care of the new-born infant and the development of the baby in the home-management house are studied. Development of the child through his pre-school years, childhood, and adolescence are included.

Nursery School Child 2 semester hours credit

This course affords an opportunity to study the child of pre-school age. The theories underlying the physical, social, mental, and emotional development of the child are presented. Special emphasis is placed on habit formation and play.

FOODS AND NUTRITION

Foods I 3 semester hours credit

This course is the first course in college foods. It is designed to prepare students to teach foods. It is planned to aid in understanding the underlying principles of preparation and service of meals on a family basis. The wise selection of foods is considered from the standpoint of manufacture, food nutrients and costs. Prerequisite: High School Foods highly desirable.

Foods II 3 semester hours credit

This course is a continuation of Foods I. Problems requiring a longer time to complete are reserved for this course. Food preservation and meat selection and preparation are among the units offered. Meal planning and table service are carried further than in the first course. Prerequisite: Foods I.

School Lunchroom Management 3 semester hours credit

The course in lunchroom management trains the student in directing school cafeterias and emphasizes good nutrition as well as the preparation and serving of tasty, attractive foods. The distinct educational significance of the school cafeteria is stressed. Laboratory work includes management, marketing, menu-making, accounting, food preparation and serving.

Special Problems in Foods 3 semester hours credit

This course includes various phases of food problems arranged to meet the particular needs of the group or individuals. Food for special occasions, foreign cookery, and arrangement of illustrative material are among the suggested units. Prerequisites: Foods I and II and consent of the instructor.

Nutrition 3 semester hours credit

This course includes a study of the nutritive value of foods and the essentials of an adequate diet. An application of such knowledge is made to the nutritional requirements of the individual through childhood, adult life, and old age in the light of related sciences. The course also treats of the adaptation of diet to common disorders of nutrition. Prerequisites: Foods I and Chemistry.

HEALTH

Physical Education Activity
See Health Education.

Family Health 2 semester hours credit

This course reviews health habits of the college student, and a definite attempt is made to practice these habits. Scientific terms and information promoting an intelligent understanding of the various illnesses is included. The laboratory practice covers techniques in nursing and care of the sick. Prerequisites: Inorganic Chemistry, Nutrition, Science I (Biology), Science II (Bacteriology).

HOME MANAGEMENT

Home Management I (Equipment) 4 semester hours credit

This course aims to show the relationship of the fundamentals of Physics to the problems of the household; to give an understanding of the scientific principles underlying the wise selection and operation of kitchen and laundry equipment; and to study and compare the operation and efficiency of various kinds of household equipment. Prerequisite: The equivalent of high-school Physics.

Home Management II (Economics) 3 semester hours credit

This course aims to give an understanding of the importance of the family in the economic situation and the financial problems of the individual and of the family; to give means of raising the material levels of living in order to provide opportunities for a well-rounded and abundantly satisfying life for all members of the family.

Home Management III (House) 3 semester hours credit

This course aims to emphasize and develop managerial ability through residence in the home-management house. Experience is afforded in the management of time, energy, and money, in the planning and guiding of group work; and in the care and observation of a baby. Human values in group living and sharing of group life through hospitality are stressed. Prerequisites: Foods II and Home Management II (Economics). Concurrent or prerequisite: Child Development and Family Relations.

RELATED ARTS

Principles of Design I (Costume) 3 semester hours credit

Exercises in line, dark and light, and color to give experience with the art principles as applied to costume. Study and use of historic pattern and motifs significant in the present. Reading assignments, research, and class discussions.

Principles of Design II (Household) 2 semester hours credit

Application of design principles to interiors: experiences with design and color combinations in wall covering, carpets, rugs, textiles, period and contemporary furniture, house plans. Slide lectures, trips to shops, readings, discussions, and notebook collections of fine examples of subjects studied. Prerequisite: Principles of Design I.

Applied Design I (Costume) 2 semester hours credit

This course includes a study of the selection of clothing for different types of personalities, and the effective use of color, texture, and pattern design in costume. One of the aims is to stimulate thinking concerning individual clothing problems. Prerequisites: Principles of Design I and II.

Applied Design II (Household) 3 semester hours credit

A study is made of home architecture, simple landscaping, house planning, building materials, wall finishes, floors and floor coverings, furniture selection and arrangement, lighting, silver, glass and china. The laboratory work includes trips to stores and homes, arrangement of furniture, and the construction of some article which meets a practical need. Prerequisites: Principles of Design I and II, Clothing I.

RELATED SCIENCE

Bacteriology 3 semester hours credit

This course includes a brief study of general biological principles with an emphasis on the anatomy and physiology of the human body. Laboratory work is done on the rat to illustrate the circulation, digestion, etc., of the human body.

Inorganic Chemistry — I-H and II-H 4 semester hours credit

See Science.

Organic Chemistry — H 2 semester hours credit

See Science.

Physiological Chemistry — H 2 semester hours credit

See Science.

SOCIAL SCIENCE

Principles of Economics 3 semester hours credit

See Social Studies.

Principles of Sociology 3 semester hours credit

See Social Studies.

PROFESSIONAL

Home Economics Education I (Introduction) 1 semester hour credit

This course aims to acquaint the student with the broad scope of home economics and the ethics of the professional woman trained in home economics. It should develop an appreciation of teaching as a profession. Observations are made of home and professional situations and an effort is made to bring before the student the contributions of leading home economists and of the literature in the field. Parallel or prerequisites: Place and Purpose in Education or Introduction to Teaching.

Home Economics Education II 3 semester hours credit

This course applies the techniques of the learning process to the organization and administration of home economics. It includes effective methods of presentation, the study of textbooks, testing, use of visual aids, and money management. Readings, discussions, and reports. Prerequisites: Home Economics Education I, Educational Psychology.

Home Economics Education III 3 semester hours credit

This course deals with the historical development and the philosophy underlying vocational education. Emphasis is placed on home economics. Theories of curriculum construction are applied in the working out of units suitable for use in home-economics courses. The home projects and the use of the home visit are considered in detail. Readings, discussions, and reports. Prerequisite: Home Economics Education I.

Place and Purpose of Education in the Social Order 2 semester hours credit

See Education.

Psychology — General 3 semester hours credit

See Education.

Psychology — Educational 3 semester hours credit

See Education.

Observation or Supervised Teaching 2 semester hours credit

This course aims to acquaint the student with the many responsibilities of the teacher of home economics. Opportunities for observation and participation will be given in home-room experience and in teaching of varying types of lessons. Prerequisites: Home Economics Education I, II, and III.

Student Teaching 6 semester hours credit

The experiences of a student teacher will include teaching situations under master teachers in general and vocational schools. Every effort will be made for direct contacts with the lives of the pupils through the actual supervision of home projects and the making of home visits. Prerequisites: Home Economics Education I, II, and III.

Visual Education 1 or 2 semester hours credit

See Education.

GENERAL

Appreciation of Art 2 semester hours credit

See Art.

Appreciation of Music 2 semester hours credit

See Music.

English I (including Library Science) 3 semester hours credit

See English.

English II 3 semester hours credit

See English.

DEPARTMENT OF MUSIC EDUCATION

Irving Cheyette — *Director of Department*

Lola A. Beelar
Aagot M. K. Borge
Mary Elizabeth Dunlap
Thomas J. Hughes
Mary R. Lowman
Irma Bartholemew Marlin
Mary Helena Muldowney
Helen C. Prutzman
Pearl R. Reed
James H. Remley
Laura M. Remsberg
Lawrence Stitt

The State Teachers College, Indiana, Pennsylvania, is authorized by the State Department of Public Instruction to offer the degree curriculum for the preparation of supervisors and special teachers of music.

Opportunities in Music Education. The increased recognition of music as a fundamental part of our educational program is serving to emphasize to superintendents and school boards the importance of selecting as the music teacher an individual of strong character and personality, who has a soundly developed musicianship and a broad educational outlook.

The demand for well-prepared teachers capable of forceful leadership in music is such as to offer excellent opportunity for future success to superior high-school graduates whose interest and abilities lead them to select the teaching of music as their profession.

The college has the faculty and equipment to offer and successfully carry out every phase of the preparation and development of public-school music teachers and supervisors.

Requirements for Admission. Applicants for entrance to the Music Department meet the general requirements for admission as given on pages 22-24.

In addition the applicant should meet the following special requirements which are considered necessary for successful work in the music department:

1. The possession of an acceptable singing voice.

2. Musical sensitivity in such matters as pitch discrimination, tonal and rhythmic memory, harmonic sensitivity.

3. A musical background as a result of private study or a successful public-school music experience.

4. The ability to play the piano or some orchestra instrument representing at least two years of study.

The personal interview for music students is given by the Director of the department. These interviews have proved to be helpful in aiding the applicant to determine his fitness for the work in the music curriculum. Since we have more candidates than can be accepted, it is advisable to make application for admission to the Registrar of the college and arrange for an interview early in the new year.

Expenses. The entire expense for a school year of thirty-six weeks amounts to approximately $492.00. The costs for one semester are itemized below. (Also see pages 18-21.)

Contingent Fee (covering the cost of class instruction, private lessons, and piano rental)	$ 90.00
Board, Room, and Laundry	126.00
Estimated cost of books, music supplies, and instrumental rental	22.00
Student Activity Fee	8.00
	$246.00

The statement on Private Instruction Fees found under Fees, page 19, does not apply to the students enrolled in the Music Supervisor's Curriculum. The above itemized statement of costs includes all fees charged for enrollment in the Music Supervisors' Curriculum.

Student Teaching. Students in the Music Curriculum at Indiana gain their knowledge of and experience with teaching situations through three definite steps and procedures:

1. By observation periods in the training school during their freshman and sophomore years. These observations are designed to teach techniques while students are taking prerequisite courses in college, not to professionalize subject matter.

2. In observation and actual teaching assignments in the training schools during the junior year as part of the courses in Methods and Materials. These assignments are limited in scope but definite as to requirements and responsibility.

3. In twelve semester hours in Student Teaching required during the senior year. This work is done in the elementary and junior high schools located on the college campus and in the elementary, junior, and senior high schools of Indiana.

All Student Teaching is done under careful, personal supervision of critic teachers.

The student-teaching assignments are made so that each student may have experience in teaching in each of the six elementary grades for a period of nine weeks and for a period of eighteen weeks in the secondary schools. Personal responsibility for the quality and progress of the music work in each of these assignments gives the young teacher a background of experience in meeting and solving the psychological and technical problems common to the varying age levels.

APPLIED MUSIC

Individual Instruction

The curriculum in music is designed to give opportunity for intensive preparation in musical content and skills. Continuous study of voice, piano, orchestral and band instruments is required as an integral part of a well-planned series of musical, cultural, and professional courses. Such study is essential in the preparation of teachers who are to function as leaders in music education, and this work is offered to all students of the music curriculum without additional cost beyond the regular contingent fee for the music curriculum. These courses may be taken as electives by students in other departments upon payment of an additional fee. (See page 19.)

Vocal Instruction. This course is designed to develop the student's ability to the maximum through physical, psychical, spiritual, and emotional media. Basic fundamentals and principles are stressed through correct posture, breathing, and co-ordination or "free activity." Musicianship is developed through interpretative analysis of rote and art songs.

Piano Instruction. In this course piano performance is correlated with all of the theoretical aspects of the music curriculum. The development of fundamentals of good technic; sight-reading ability; fundamentals of touch; correct interpretation; accompanying of vocalists and instrumentalists are all emphasized.

String Instruction. This course embraces a progressive procedure of study adapted to the technical and musical needs and abilities of the student. Definite achievement in the playing of solo, chamber, and orchestra music of all schools of musical art is stressed.

Wind Instrument Instruction. This work provides the student with abilities and knowledge sufficient to deal intelligently with instruction in the public schools. Technical skill is developed to the maximum ability of each student, emphasizing proper tone production, development of embouchure, breath control, articulation, and fingering technics as used by professionals.

CLASS INSTRUCTION

Since class instruction predominates in the teaching of public-school music, it is imperative that prospective music teachers become familiar with the technics of class management; the psychology of class teaching; and the materials available for class teaching in voice, piano, orchestral, and band instruments. Instruction is so arranged that adequate opportunity to participate in various types of class instruction is available to students without extra cost. Individual instruction and class instruction are co-ordinated in a flexible manner calculated best to promote individual progress.

Group Voice Instruction (For Beginners). The course is organized to further the development of musicianship through the physical, mental, and artistic media. Fundamentals and basic principles are stressed through correct posture, breath control, co-ordination, and freedom of the vocal mechanism. Artistry in vocal performance is stressed. Methodology emphasizes the ability to listen intelligently; give constructive criticism; master vocal terminology related to experience; develop poise in stage and classroom deportment; foster intelligent leadership in music education through initiating small choral ensembles.

Group Voice Methods (For Advanced Students). This course includes an analysis of the technics of class instruction in voice; a study of various methods in use for this purpose; a survey of ensemble literature including madrigals, trios, quartets and larger groups. Opportunity is provided for appearances in recitals in school, community, and radio broadcasts.

Class Piano Instruction (For Beginners). This course is designed to develop general musicianship, reading ability, and the fundamental technic necessary for good tone production. Simple folk songs and the easier selections from the classics are used for solo and ensemble playing. This work is closely correlated with theoretic aspects studied in solfeggio and harmony classes.

Advanced Piano Ensemble. This is a survey course for students with superior ability at the piano. It aims to acquaint the students with literature for four hands or more including two piano compositions, symphonies, overtures. Emphasis is on interpretation and the improvement of sight-reading facility, leading to growth in musicianship and appreciation. Opportunities are provided for appearances in public recitals in school, community, and radio broadcasts. A survey of class piano methods is included in this course.

Class Violin Instruction (For Beginners). A course in beginning violin playing as a practical introduction to the technical problems involved in the performance of stringed instruments. Instruction is carried on as in the public schools, students thereby becoming familiar with class technics as well as the technic of the instrument.

String Ensemble Instruction (For Advanced Performers). A study of quartet style and quartet literature of the classic and modern schools. Ensembles are organized on the basis of individual ability in order to secure homogeneous grouping for the study of graded literature. Opportunities are provided for public appearances in recitals in school, community, and radio broadcasts.

String Class Methods. A study of class instruction as carried on in the public schools. Problems of class organization and procedure are demonstrated and a survey of materials is made. Provision is made for observation of violin class instruction in the public schools. Prerequisite: At least one year of violin instruction.

Woodwind Class Instruction (For Beginners). The clarinet is studied for at least one semester as a basic instrument. The second semester, students rotate study of the remaining woodwind instruments including flute, oboe, English horn, bassoon, alto clarinet, bass clarinet and saxophone. This procedure enables them to become familiar with the technic of teaching homogeneous and heterogeneous groups; the materials available for such instruction; the technical problems to be met in the study of these instruments.

Brass Class Instruction (For Beginners). The cornet or trumpet is studied for at least one semester as a basic instrument. The second semester, students rotate study of the remaining brass instruments including alto horn, French horn, baritone, trombone and tuba. This procedure enables them to become familiar with the technic of teaching homogeneous and heterogeneous groups; the materials available for such instruction; the technical problems to be met in the study of these instruments.

Advanced Vocal Ensemble (For Advanced Students). Students chosen to participate in these groups must prove themselves capable of demonstrating superior vocal ability as soloists. These ensembles study quartet literature including compositions from opera, oratorio, and the madrigal school. Concert appearances are provided through recitals and broadcasts.

Advanced Wind Ensembles (For Advanced Performers). Woodwind and brass ensembles as well as mixed groups are organized according to individual abilities to survey graded literature for such ensembles, and to study ensemble style. Opportunities are provided to appear in public recitals both in school, community, and radio broadcasts.

LARGER MUSICAL ORGANIZATIONS

College Choir. This organization is devoted to the study of choral music and a demonstration of methods and procedures for the attainment of superior choral singing. Essentials of singing are stressed including posture, breath control, elimination of tension, proper resonance, distinct and natural pronunciation, phrasing, style, and interpretation. Required for juniors and seniors in the Music Curriculum. Elective and selective for sophomores and freshmen in the Music Curriculum, and to students in the rest of the College.

Vesper Choir. The Vesper Choir is a girls' organization. Membership is required of all freshman and sophomore girls in the Music Department and is open to a limited number of girls from other departments. The materials used represent a high type of musical literature. The work is largely *a cappella*. This group performs for the Sunday vespers.

Men's Glee Club. This organization aims to afford personal enjoyment to its members through participation in ensemble singing, and contributes to college life by appearing publicly on the campus at concerts and assemblies. Membership is required of all men in the music department and is open to all other men in the college who enjoy singing.

Lyric Choir. This is a girls' organization studying materials for women's voices. It is open to girls from all departments in the College. This group appears on the campus in concerts and at assemblies.

College Symphony Orchestra. The Symphony Orchestra performs a repertoire of classic and romantic compositions as well as the works of contemporary composers. The orchestra contributes to the cultural life of the college and community by public recitals and radio broadcasts. Membership is open to any student in the College who can perform the music. Students with orchestral experience are encouraged to bring their instruments and apply for membership in this organization. The Orchestra also serves as a laboratory for surveying materials for senior high school and college performance.

College Marching Band. This organization is open to all men in the college who can perform the music. It is uniformed in the colors of the school. Appearances are made at all local College football games; community parades; and at least one trip is made away with the football team. Members of the band study marching tactics and trick field maneuvers.

College Symphonic Band. This organization is open to all students, both men and women, who can perform proficiently on their instruments. Appearances are made frequently both in the College and community, as well as for radio broadcasts. The literature studied includes both transcriptions for symphonic band and works written especially for the band. This organization also serves as a laboratory group to survey available literature for Class A, B, and C as published for senior high school bands.

PERFORMANCE REQUIREMENTS FOR GRADUATION

Before candidates for a diploma are granted their degree, they must establish to the satisfaction of the music faculty their fitness as musicians as well as educators. At any time during their course of studies they may take an examination to demonstrate proficiency in the following performance requirements:

Voice. Students must be able to sing acceptably in artistic fashion solo songs by recognized composers such as Schubert, Schumann, Robert Franz, Franz Abt, Coleridge-Taylor, Mana-Zucca; and sing acceptably in an artistic manner music for small vocal ensembles such as duets, trios, quartets, and music of the madrigal school or of modern composers.

Piano. Students must demonstrate an ability to play a prepared solo representing at least Fourth Year of study: play an accompaniment to a song, an instrumental solo, and accompaniments from the music text series as published for junior high schools; harmonize at the piano a simple melody such as is published for primary grades; harmonize scales in any major or minor key.

Orchestra and Band Instruments. Students must be able to perform artistically on one instrument of the band or orchestra such music as is announced for solo performances in the National Contest list; perform with merit on one instrument from each choir of the orchestra, namely, a string instrument, woodwind, and brass instrument, such material as is played by Intermediate orchestra or band ensembles; demonstrate and play all orchestra and band instruments using folk songs and scales as illustrative material; demonstrate familiarity with the problems of bowing and fingering all string instruments; embouchure, breath control, articulation, and fingering of all wind instruments. Superior pianists or vocalists may offer these media for solo performance in place of an orchestral instrument.

CONCERTS, RECITALS, AND BROADCASTS

Any music curriculum which fails to materialize into functional use to the College and community is sterile. The knowledge and skills acquired must be adequately translated into usefulness through individual and ensemble performances. Much experience in listening to and participating in concerts, recitals, and broadcasts is provided throughout the school year. These functions may occur as informal studio recitals, Music Club informal recitals, formal evening concerts, co-operative festival programs, union church service of music, faculty-student recitals, assembly music programs, service club concerts and other activities. The Department broadcasts a Music Appreciation Series over Station WHJB, Greensburg, on alternate weeks.

RECORDING EQUIPMENT

The College owns its own recording equipment which makes possible constant testing in applied music. Our students make frequent recordings during the year to check their individual growth in voice and instrumental performance. Recordings are also made of the ensembles and the larger musical organizations. These are purchased by the members of these musical groups for reference use and also as mementos of many glorious experiences singing and playing with choir, band, orchestra, and chamber groups.

MUSIC EDUCATORS CLUB ACTIVITIES

All students of the Music Education Department are automatically members of the Music Educators Club. This organization sponsors

trips to Johnstown and Pittsburgh to hear the major symphony orchestras and world-renowned concert artists and ensembles. Each class within the club sponsors student recital-teas periodically. Such activities provide opportunities for a desirable type of social intercourse and educate students in accepting responsibility and acquiring social graces so essential to the music educator. Student representatives elected by the Club sit in as part of the Music Education Council of Faculty and Students, which determines the policies of the Department within the framework of the College.

CURRICULUM IN MUSIC EDUCATION

FIRST SEMESTER

	Clock Hours	*Semester Hours*
English I, including Library Science	4	3
Place and Purpose of Education in the Social Order, including School Visitation	3	2
Harmony I	3	3
Solfeggio I (Sight Reading)	3	2
Ear Training I	3	2
Private Study: Voice, Piano, Strings (Violin, Viola, 'Cello, Bass); Woodwinds (Flute, Oboe, Clarinet, Bassoon); Brasses (Trumpet, French Horn, Trombone, Tuba); and Percussion Instruments. Chorus, Orchestra, and Band. Work arranged for greatest benefit of students	9	3
Health Education	2	1
	27	16

SECOND SEMESTER

English II	3	3
Fundamentals of Speech	3	3
Harmony II	3	3
Solfeggio II (Sight Reading)	3	2
Ear Training II	3	2
Private Study (See First Semester)	9	3
Physical Education Activity	2	1
	26	17

THIRD SEMESTER

	Clock Hours	*Semester Hours*
English II	3	3
History of Civilization	4	4
Harmony III	2	2
Solfeggio III (Sight Reading)	3	2
Ear Training III	3	2
Eurythmics I	2	1
Private Study (See First Semester)	9	3
	26	17

FOURTH SEMESTER

Elective	3	3
Appreciation of Art	3	2
Harmony IV	2	2
Elements of Conducting	2	2
Methods and Materials I	4	3
Eurythmics II	2	1
Private Study (See First Semester)	9	3
	25	16

FIFTH SEMESTER

General Psychology	3	3
Principles of Sociology	3	3
Harmony V	2	2
Advanced Instrumental Conducting	3	3
Methods and Materials II	4	3
Private Study (See First Semester)	9	3
	24	17

SIXTH SEMESTER

Educational Psychology	3	3
Harmony VI	2	2
Elective	3	3
Advanced Choral Conducting	3	3
Methods and Materials III	4	3
Private Study (See First Semester)	8	2
	23	16

SEVENTH SEMESTER

	Clock Hours	*Semester Hours*
Physical Science	4	3
Student Teaching and Conferences	8	6
Private Study (See First Semester)	6	2
History and Appreciation of Music I	3	3
Technic of Teaching and Supervision	1	1
	22	15

EIGHTH SEMESTER

Educational Measurements	2	2
Student Teaching and Conferences	7	6
Private Study (See First Semester)	6	2
Elective	3	2
History and Appreciation of Music II	3	3
	21	15

Electives from the fields of English or Social Studies may be chosen by those students establishing a high record of achievement in their major field, thereby completing the requirement for certification in these respective fields.

FIRST SEMESTER

Place and Purpose of Education in the Social Order

2 semester hours credit

This is an orientation course in Education which includes an analysis of factors involved in the educative process; the evolution of modern educational pedagogy from primitive peoples to our own times with particular reference to the contributions made by the arts and music; the growth of the music-education movement in America.

Harmony I 3 semester hours credit

This course offers a brief review of the essentials of music notation; the study of intervals, scale forms and key signatures, harmonization of chord progressions involving triads in root position and inversions. The procedure includes eye, ear, and keyboard, with constant emphasis on the musical aspects of the work.

Solfeggio I 3 semester hours credit

This course is designed to give the student mastery of the printed music score so that he may interpret fluently, artistically, and accurately all commonly used music symbols, including tonal patterns, rhythmic notation marks of expression and interpretation. Emphasis is placed on training the eye to see and the memory to retain increasingly larger time and tone groups. Music approximates difficulty of that intended for Grade V.

Ear Training I 2 semester hours credit

This course takes up the study of tone and rhythm so that students will gain power to recognize, visualize, sing, and write melodic phrases in all keys from dictation.

Private and Class Instruction in Voice and Instruments

3 semester hours credit

See Applied Music. (Voice, Piano, Orchestral Instruments.)

Beginning Orchestra Part of private study

This course includes parictipation in a beginner's orchestra with a view to becoming familiar with several orchestral instruments through the song approach as well as to become familiar with orchestral routine. Work with instruments other than those already played.

SECOND SEMESTER

Harmony II 3 semester hours credit

This course covers the use of the dominant seventh chord and its inversions, cadences, sequences, passing and auxiliary tones, and simple modulations. Keyboard work is continued and original use of acquired material is begun.

Solfeggio II 2 semester hours credit

At the end of the second semester, the student should be able to read the material intended for Grades VI-VIII and should be able to carry successfully any part assigned in part singing at this level of difficulty.

Ear Training II 2 semester hours credit

This is a continuation of melodic dictation, giving special emphasis to the development of musical memory and to the ability to write comparatively difficult rhythms and melodic phrases after one hearing. Beginning of chord dictation, utilizing the simpler harmonic progressions encountered in Harmony I and II.

Private and Class Instruction in Voice and Instruments

See Applied Music. 3 semester hours credit

Beginning Orchestra Part of private study

This course includes beginning work with a different instrument than that played in the first semester. Survey of beginning orchestra materials suitable for grade schools.

THIRD SEMESTER

Harmony III 2 semester hours credit

Chords of the seventh on the leading tone in major and minor keys, secondary sevenths, chords of the ninth, chromatically altered chords and embellishments are included in this course. Increased attention is paid to the emotional effects of dissonance. Harmonic analysis is stressed.

Solfeggio III 2 semester hours credit

This is an advanced course developing the ability to read at sight music containing difficult intervals and rhythms, chromatic harmonies and modulations, individual singing including quartet singing with particular attention to distinctness and naturalness of pronunciation. Special stress on artistic sight singing of words and music and the feeling for phrase and cadence.

Ear Training 2 semester hours credit

This is an advanced course devoted to the study of tone and rhythm as applied to harmony and melody writing; the singing, aural recognition, and writing of chords and intervals in major and minor keys; melodies in phrase and period form; visualization and memory drills.

Eurythmics I 1 semester hour credit

This course aims to give a systematic development of musical perception, appreciation, and creative imagination, through varied rhythmic bodily responses. It endeavors to unify physiological, social, and musical factors through co-ordinated rhythmic activity.

Private and Class Instruction in Voice and Instruments

See Applied Music. 3 semester hours credit

Beginning Band Part of private study

This is a study of band organization problems through actually participating by learning to play some instrument other than those previously studied. Includes a survey of beginning band literature.

FOURTH SEMESTER

Harmony IV (Keyboard Harmony) 2 semester hours credit

Summation and application of previous knowledge and experience to gain facility in harmonization at the keyboard. Includes harmonization of folk songs and melodies commonly used in the schools and community, transposition, sequence building, creative work at the piano, and harmonic memorization.

Elementary Conducting 2 semester hours credit

This course acquaints the student with the art of conducting and provides the necessary baton technic for conducting. Simpler songs and elementary instrumental materials are used in the study and practice of conducting, and an intense study is made of the technics of orchestra and band instruments including transpositions.

Methods and Materials I (Grades 1, 2, 3) 3 semester hours credit

This course gives a comprehensive and analytical study of the young child's singing voice, of important texts and materials, and of teaching methods suitable for the primary grades. Attention is given to the problems of the monotone; to materials and methods of vitaliz-

ing appreciation work; to choosing, memorizing, singing, and presenting rote songs; to methods of presenting rhythm through singing games, interpretative movements, and rhythm band. Preparation of lesson plans, making of outlines, and observation of teaching are required.

Eurythmics II 1 semester hour credit

In addition to being able to express increasingly difficult rhythms and forms, the student now learns to direct others in the various activities, improvises on drum and piano, organizes the work learned to fit in with the needs and capacities of grades to be taught later.

Private and Class Instruction in Voice and Instruments
3 semester hours credit

Beginning Band Part of private study

Further experience is furnished with band instruments, changing to one not played previously. A survey of band materials and problems of organization is made.

FIFTH SEMESTER

Harmony V 2 semester hours credit

This course includes a study of form and analysis. A study is made of harmonic analysis; the structural designs commonly employed in musical composition; the smaller units of structure, the song-forms, rondo, sonatina and sonata-allegro forms. Original composition in the smaller forms is included.

Advanced Instrumental Conducting 3 semester hours credit

A laboratory course designed to build skill in baton technic; development of musicianship through interpretative analysis of representative works capable of being performed by senior-high-school and college instrumental groups; survey of materials for high-school bands and orchestras; study of individual instrument techniques, phrasing, bowing, intonation, and ensemble. Opportunity is provided to conduct the College Symphony and Band in rehearsal and to conduct school assembly programs. Prerequisite: Elementary Conducting.

Methods and Materials II 3 semester hours credit

The application of principles of education to the teaching of music in the fourth, fifth, and sixth grades is made in this course. Various procedures are considered, involving the relation and use of music with other subjects of activity programs. The work of each year is considered as well as the problems that confront the grade teacher and supervisor.

Private and Class Instruction in Voice and Instruments
See Applied Music. 3 semester hours credit

SIXTH SEMESTER

Psychology of Music 3 semester hours credit

This course is designed to acquaint the student with recent psychological advances in the field of music and to relate these to educational theory and practice. It includes analysis of the psychology of tonal and rhythmic forms; of musical functions involved in listening, performing and composing; of measurement and diagnosis of musical abilities involved in the musical personality. Assigned readings, reports, development of test procedures are used in teaching. Prerequisite: General Psychology.

Harmony VI 2 semester hours credit

Original composition comprises this course. The course includes musical settings of texts for solo voices and for vocal groups; instrumental composition in various forms and adapted to various solo instruments or instrumental ensembles; and arrangements of folk-song material for vocal and instrumental groups.

Advanced Choral Conducting 3 semester hours credit

An advanced course placing special emphasis upon preparation for conducting glee clubs and choruses. It includes a survey of suitable materials; problems of organization and maintenance of groups; rehearsal technics; program building; conducting recitative and free rhythm; appearance and grouping of choirs; preparation for festivals and contests; technic of radio broadcasting; and a study of interpretation including development of tone quality, blend, balance, intonation, unanimity, and phrasing. Prerequisite: Elementary Conducting.

Methods and Materials III (Junior and Senior High School)
3 semester hours credit

This course includes a careful study of the changing adolescent voice, its special problems; a survey of materials and methods for this area; the integration of music with other subjects; the problems involved in supervision and in organizing the music curriculum. Observation and an increasing amount of participation in teaching are required.

Private and Class Instruction in Voice and Instruments
See Applied Music. 2 semester hours credit

SEVENTH AND EIGHTH SEMESTERS

History and Appreciation of Music II 3 semester hours credit

Beginning with Beethoven and the development of the Romantic movement, this course deals with the great masters of the 19th century and with the development of such art forms as the art song, the piano solo, the symphonic poem, and the latter nineteenth-century opera.

Student Teaching and Conferences

6 semester hours credit per semester

All student teaching is done under the careful, personal supervision of critic teachers. Student-teaching assignments are made so that each student may have experience in teaching: (1) in each of the six elementary grades for a period of nine weeks; (2) in the secondary schools for a period of eighteen weeks; (3) in instrumental instruction for eighteen weeks; (4) class voice and class piano teaching for nine weeks. Personal responsibility for the quality and progress of the music work in each of these assignments gives the young teacher a background of experience in meeting and solving the psychological and technical problems common to the varying age levels.

Curriculum Materials, Selection and Adaptation

1 semester hour credit per semester

This course presents a summation of the previous three years work designed to enable the students to establish a philosophy of education which will relate educational theory to practice. An analysis of the problems involved in curriculum reconstruction, and the preparation of a course of study in music education from pre-school age through adult life based on the needs of the individual, the school, and community.

History and Appreciation of Music I 3 semester hours credit

Beginning with a rapid survey of contemporary developments and tendencies, the development of music is shown from primitive beginnings through the Classic Age. Great movements in musical development are traced, with their political and social background. The course aims to extend the student's familiarity with music literature, and to develop an understanding and appreciation of music as a vital factor in life.

Private and Class Instruction in Voice and Instruments

2 semester hours credit

See Applied Music.

ELECTIVES IN MUSIC EDUCATION FOR MUSIC MAJORS

Orchestration for School Bands and Orchestras:

3 semester hours credit

This is a practical course in the rudiments of scoring for small and large ensembles including transpositions; cross-cueing; scoring for strings, woodwinds, brasses; arranging and transcribing of songs, piano music; scoring of marches and dance forms. Prerequisite: Harmony I through IV.

Instrumental Methods and Materials 3 semester hours credit

A survey course of the newest texts in the teaching of instrumental music; development of a course of study in instrumental music;

tests and measurements in this field; the administration of an instrumental department studying scheduling of classes, financial responsibilities, organization problems.

These courses are available for those music students who desire to broaden their musical preparation in place of earning minor certification in an academic field.

Electives in Music for Non-Music Students

Any of the courses in Applied Music are available to students in other departments. There are no fees for the larger musical organizations, which are considered extra-curricular for non-music majors.

ENROLLMENT BY COUNTIES

1939-40

County	Total	County	Total
Adams	4	Indiana	378
Allegheny	171	Jefferson	52
Armstrong	72	Juniata	2
Beaver	20	Lancaster	5
Bedford	14	Lawrence	25
Berks	3	Lehigh	5
Blair	38	Luzerne	7
Bradford	1	McKean	4
Bucks	1	Mercer	28
Butler	15	Mifflin	6
Cambria	168	Monroe	2
Carbon	1	Montgomery	8
Center	7	Northampton	1
Clarion	7	Northumberland	2
Clearfield	29	Perry	5
Columbia	2	Philadelphia	1
Crawford	7	Schuylkill	6
Cumberland	11	Snyder	1
Dauphin	8	Somerset	47
Delaware	2	Tioga	2
Elk	9	Venango	18
Erie	16	Warren	7
Fayette	26	Washington	88
Franklin	7	Wayne	1
Fulton	2	Westmoreland	189
Green	3	York	6
Huntingdon	6	Out-of-State	4
		Total	1440

LABORATORY SCHOOL ENROLLMENT

Kindergarten	57	Sixth Grade	37
First Grade	35	Seventh Grade	42
Second Grade	29	Eighth Grade	43
Third Grade	39	Ninth Grade	46
Fourth Grade	32		
Fifth Grade	36	Total	392

ENROLLMENT BY CURRICULA

1939-40

	Male	Female	Total	Total by Curricula
Kindergarten-Primary Curriculum:				
1st Year	0	59	59	
2nd Year	0	47	47	
3rd Year	0	30	30	
4th Year	0	29	29	165
Intermediate Curriculum:				
1st Year	7	32	39	
2nd Year	8	47	55	
3rd Year	10	47	57	
4th Year	6	40	46	197
Secondary Education Curriculum:				
1st Year	39	34	73	
2nd Year	50	14	64	
3rd Year	33	22	55	
4th Year	34	9	43	235
Art Curriculum:				
1st Year	9	16	25	
2nd Year	3	14	17	
3rd Year	4	12	16	
4th Year	4	17	21	79
Business Education Curriculum:				
1st Year	65	77	142	
2nd Year	44	61	105	
3rd Year	26	49	75	
4th Year	34	35	69	391
Home Economics Curriculum:				
1st Year	2	94	96	
2nd Year	0	76	76	
3rd Year	0	45	45	
4th Year	0	22	22	239
Music Education Curriculum:				
1st Year	32	21	53	
2nd Year	17	12	29	
3rd Year	12	18	30	
4th Year	10	12	22	134
Totals	449	991	1440	1440

SUMMARY OF ENROLLMENT

First Semester 1939 - 40

College Enrollment—full-time students	1396
Part-time Students	227
Extension Classes—Greensburg	31
Total College Enrollment	1654
Enrolled for Private Instruction (Music)	3
Enrollment in Campus Laboratory School	392

Second Semester 1939 - 40

College Enrollment—full-time students		1349
Part-time Students		163
Extension Classes:		
Greensburg	36	
Windber	27	63
Total College Enrollment		1575
Enrolled for Private Instruction (Music)		2
Enrollment in Campus Laboratory School		392
Number of different full-time students during year		1440
Enrollment Summer Session 1939		581
Enrollment Post Session 1939		184

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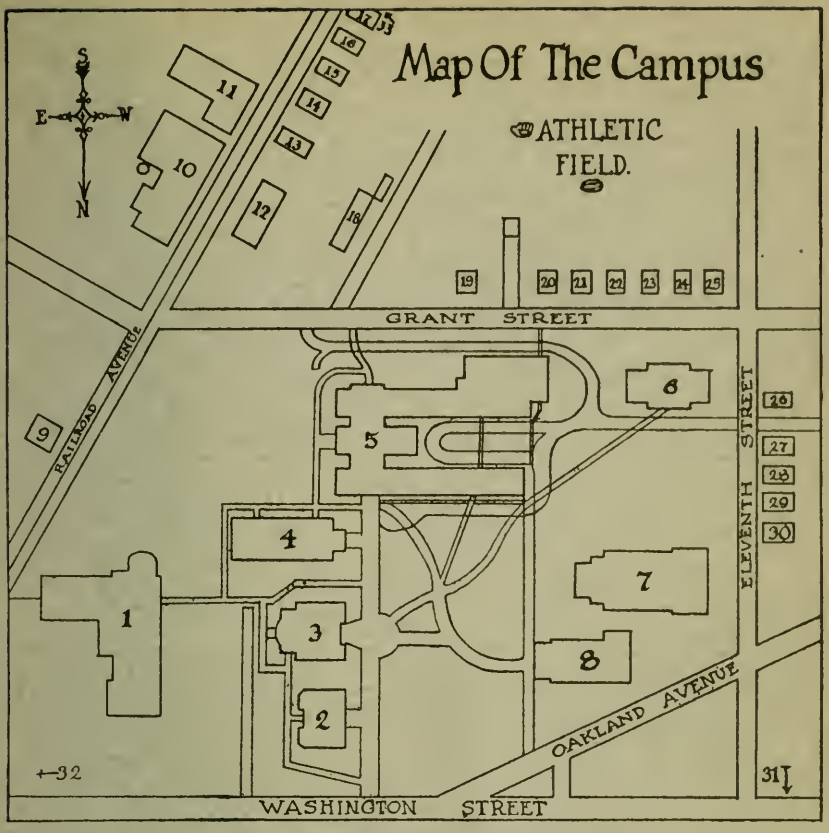

STATE TEACHERS COLLEGE
INDIANA, PA.

Key to Buildings

1. Laboratory and Demonstration School
2. Wilson Hall — The College Library
3. Leonard Hall
4. Arts Building
5. John Sutton Hall
6. Clark Hall
7. Auditorium
8. Gymnasium
9. Phi Sigma Pi Fraternity
10. Power House
11. Shop Building
12. Greenhouse
13. Psychological Bureau
14. Cottage A
15. Cottage B
16. Cottage C
17. Cottage E
18. Garages
19. Team House Cottage
20. Hood Cottage
21. Jamison Cottage
22. Activities Cottage
23. Vinton Cottage
24. Kunkle Cottage
25. Brant Cottage
26. Whitmyre Cottage
27. Learn Cottage
28. Home Management House
29. Hosac Cottage
30. Lewis Cottage
31. Phi Alpha Zeta Fraternity
32. Sigma Tau Gamma Fraternity
33. Cottage D